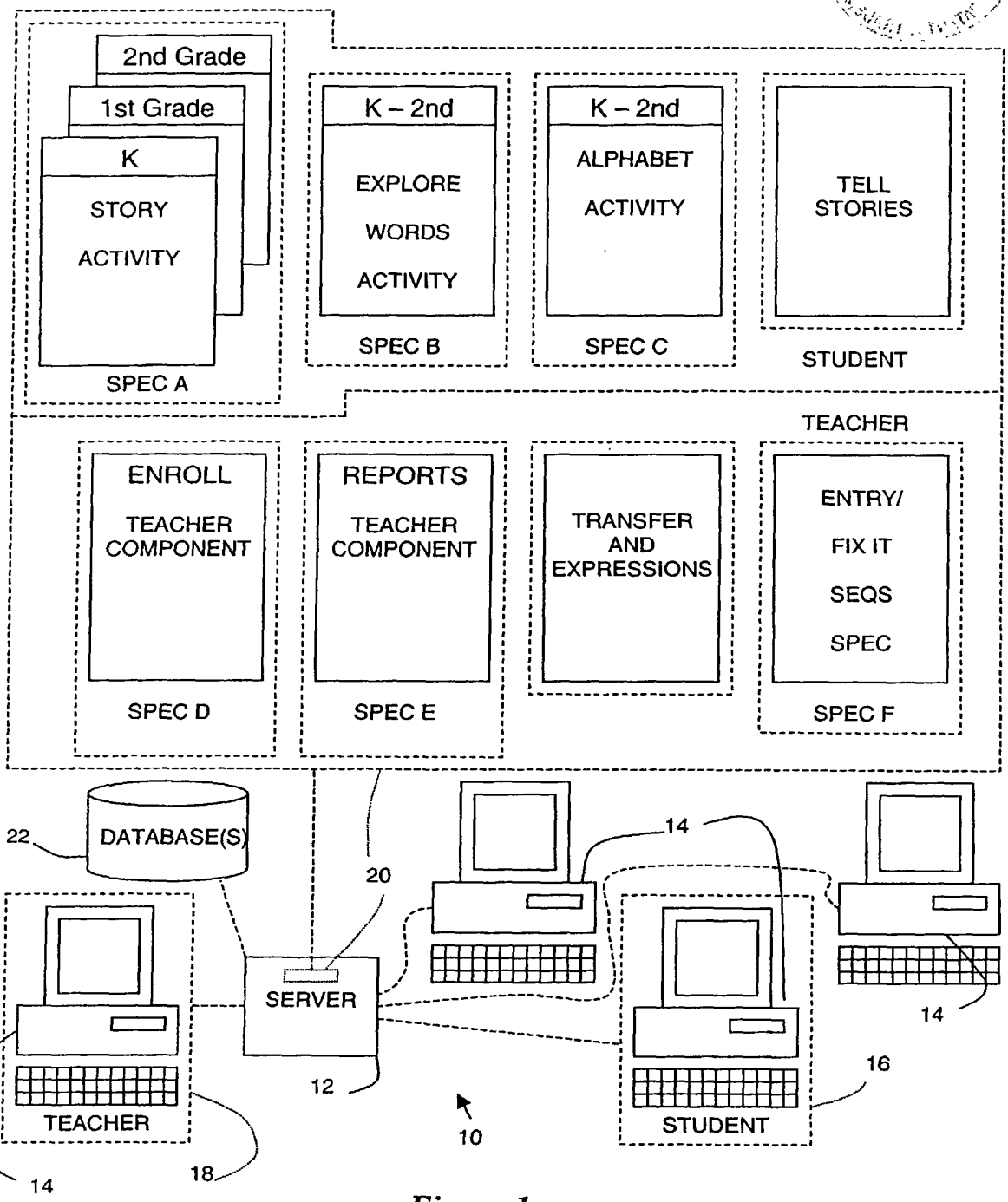

2nd Grade
1st Grade
K
STORY
ACTIVITY
SPEC A
K – 2nd
EXPLORE
WORDS
ACTIVITY
SPEC B
K – 2nd
ALPHABET
ACTIVITY
SPEC C
TELL
STORIES
STUDENT
TEACHER
ENROLL
TEACHER
COMPONENT
SPEC D
REPORTS
TEACHER
COMPONENT
SPEC E
TRANSFER
AND
EXPRESSIONS
ENTRY/
FIX IT
SEQS
SPEC
SPEC F
22
DATABASE(S)
20
14
SERVER
12
TEACHER
14
18
10
STUDENT
16
14

Figure 1

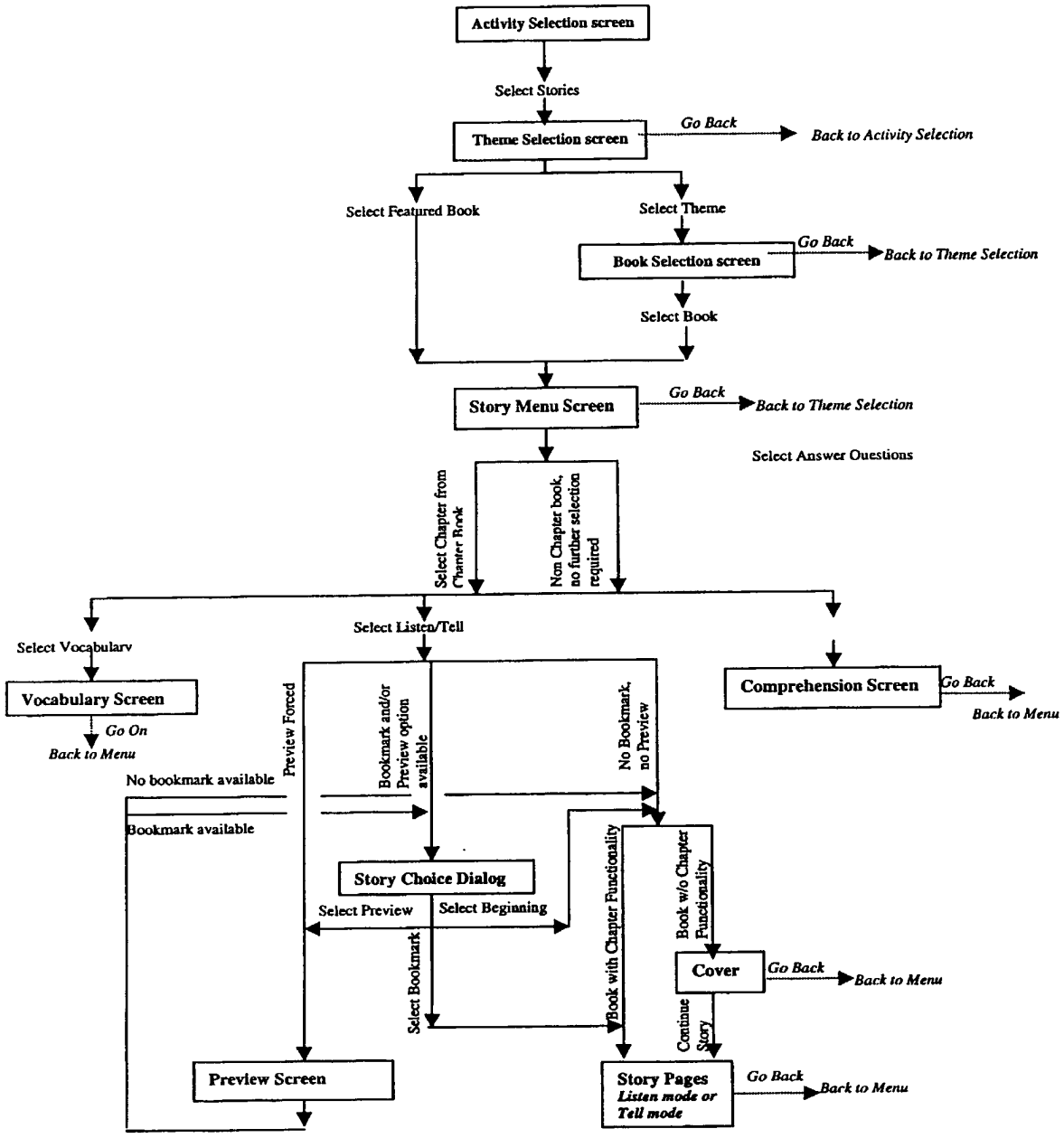

Activity Selection screen
Select Stories
Theme Selection screen
Go Back
Back to Activity Selection
Select Featured Book
Select Theme
Book Selection screen
Go Back
Back to Theme Selection
Select Book
Story Menu Screen
Go Back
Back to Theme Selection
Select Answer Questions
Select Chapter from Chapter Book
Non Chapter book, no further selection required
Select Vocabulary
Select Listen/Tell
Vocabulary Screen
Go On
Back to Menu
Comprehension Screen
Go Back
Back to Menu
Preview Forced
Bookmark and/or Preview option available
No Bookmark, no Preview
No bookmark available
Bookmark available
Story Choice Dialog
Select Preview
Select Beginning
Select Bookmark
Book with Chapter Functionality
Book w/o Chapter Functionality
Cover
Go Back
Back to Menu
Continue Story
Preview Screen
Story Pages
Listen mode or Tell mode
Go Back
Back to Menu

Figure 2.1

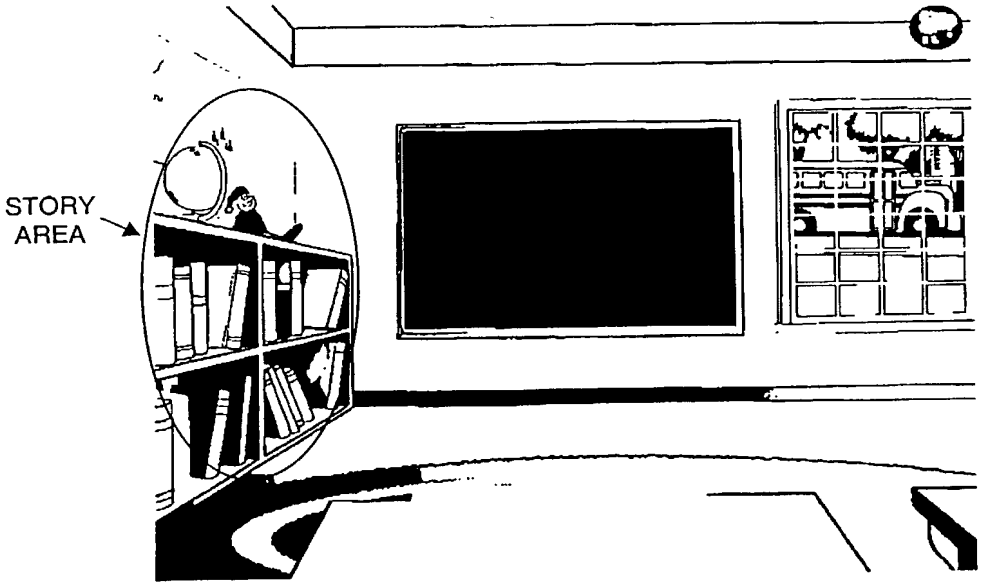


Figure 2.2

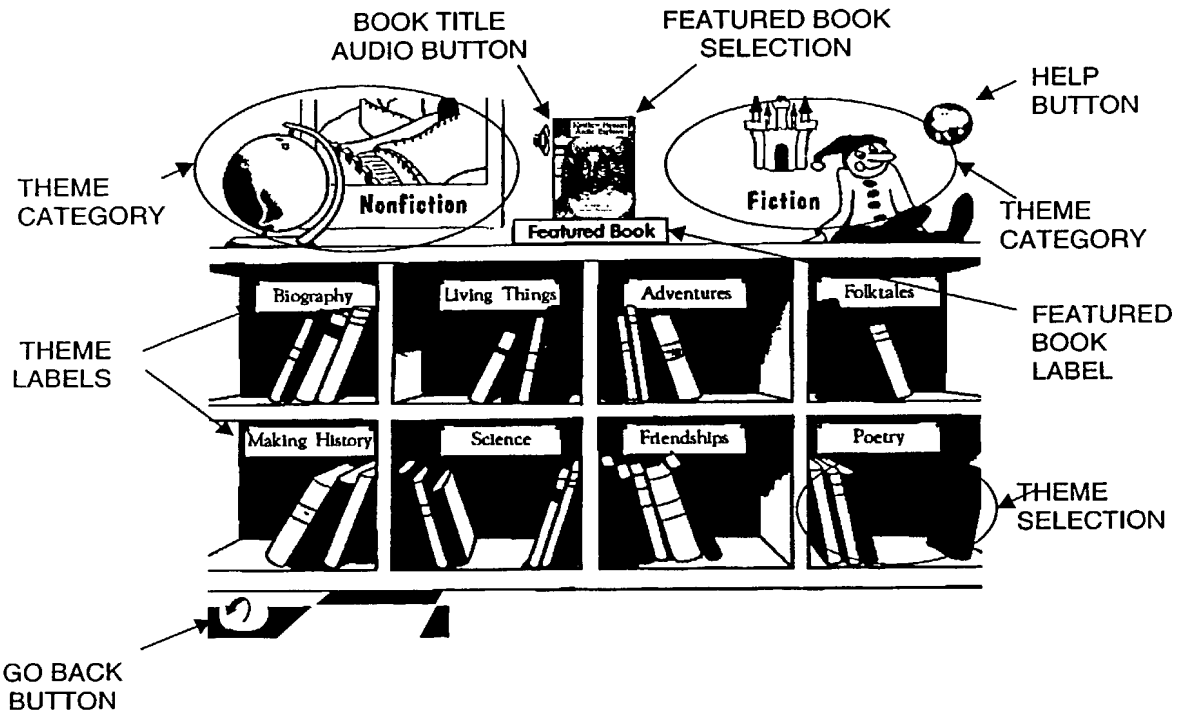

BOOK TITLE AUDIO BUTTON
FEATURED BOOK SELECTION
HELP BUTTON
THEME CATEGORY
Nonfiction
Featured Book
Fiction
THEME CATEGORY
Biography
Living Things
Adventures
Folktales
FEATURED BOOK LABEL
THEME LABELS
Making History
Science
Friendships
Poetry
THEME SELECTION
GO BACK BUTTON

Figure 2.3

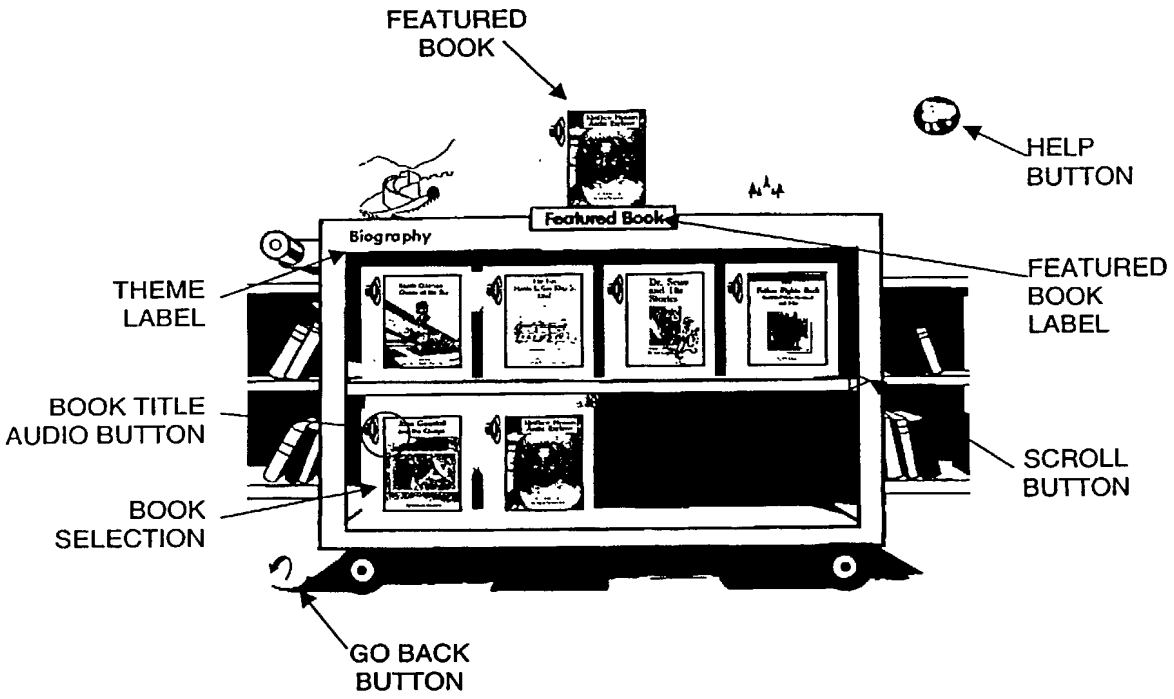

FEATURED BOOK
HELP BUTTON
Featured Book
Biography
THEME LABEL
FEATURED BOOK LABEL
BOOK TITLE AUDIO BUTTON
SCROLL BUTTON
BOOK SELECTION
GO BACK BUTTON

Figure 2.4

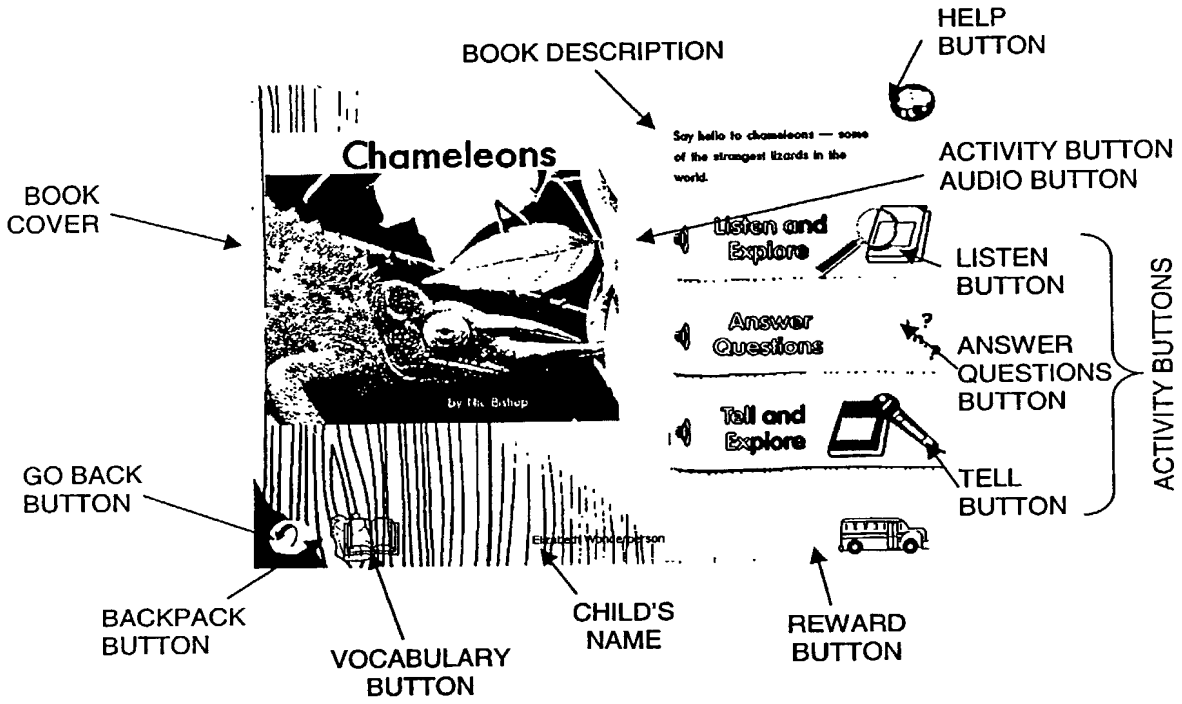

HELP BUTTON
BOOK DESCRIPTION
Say hello to chameleons — some of the strangest lizards in the world.
ACTIVITY BUTTON
AUDIO BUTTON
Chameleons
BOOK COVER
Listen and Explore
LISTEN BUTTON
Answer Questions
ANSWER QUESTIONS BUTTON
Tell and Explore
TELL BUTTON
ACTIVITY BUTTONS
GO BACK BUTTON
BACKPACK BUTTON
VOCABULARY BUTTON
CHILD'S NAME
REWARD BUTTON

Figure 2.5

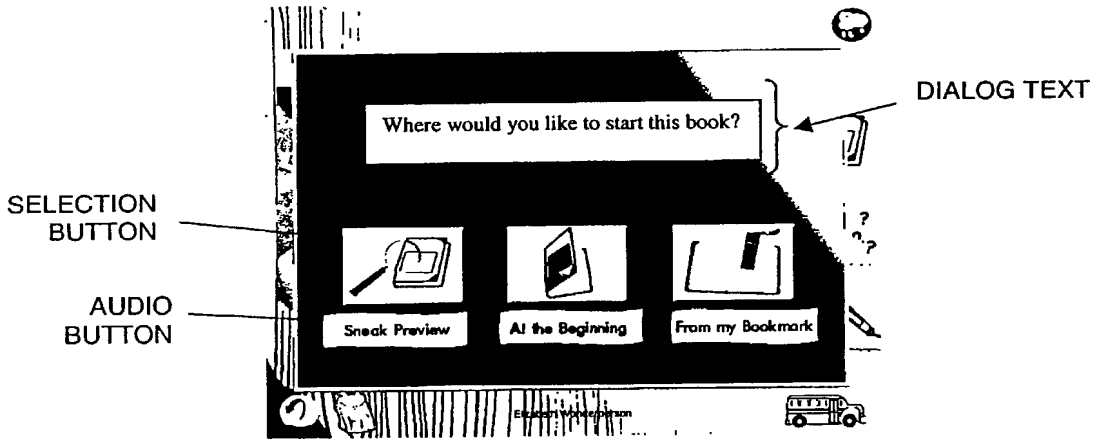

DIALOG TEXT
Where would you like to start this book?
SELECTION BUTTON
AUDIO BUTTON
Sneak Preview
At the Beginning
From my Bookmark

Figure 2.6

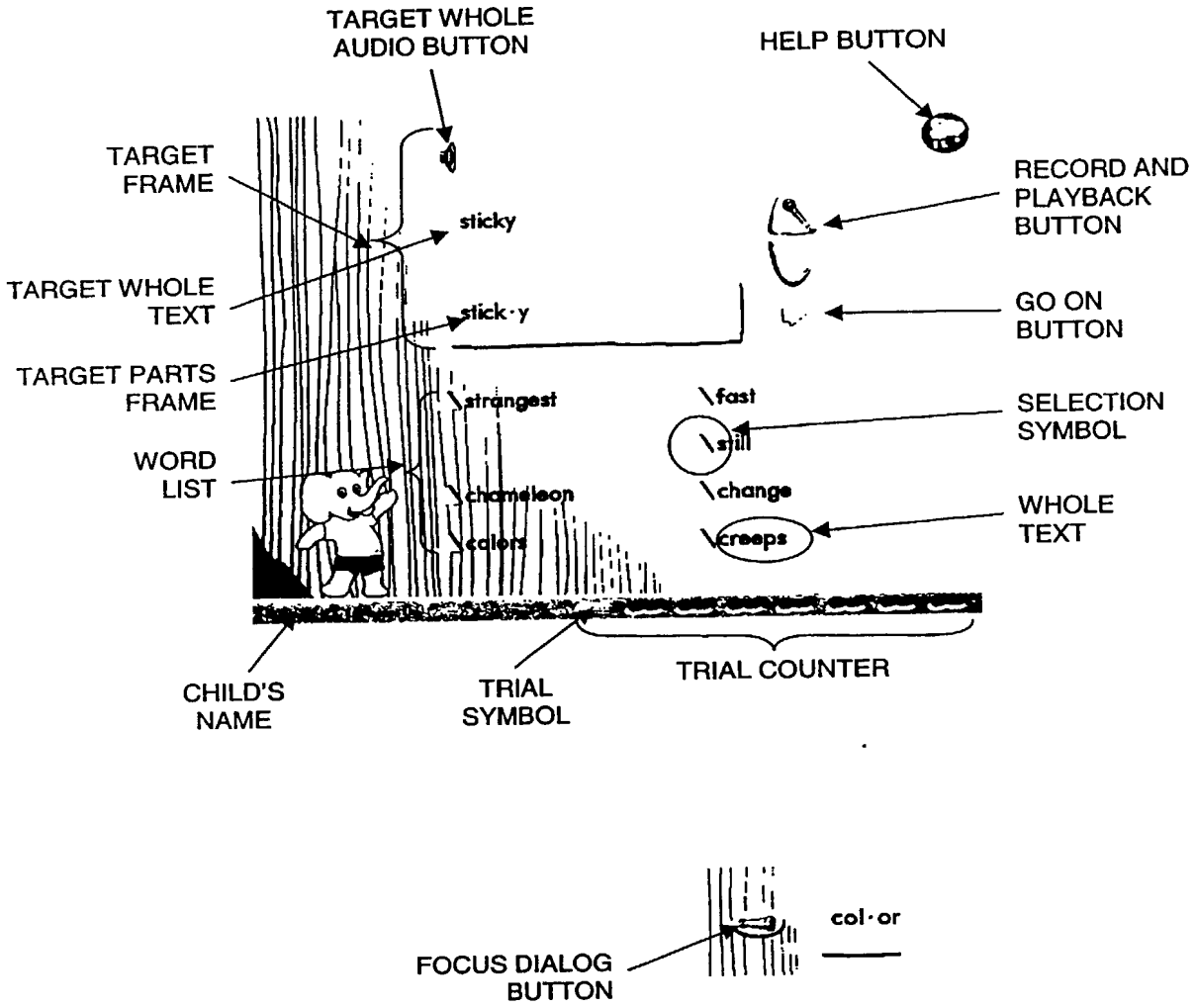

TARGET WHOLE AUDIO BUTTON
HELP BUTTON
TARGET FRAME
RECORD AND PLAYBACK BUTTON
sticky
TARGET WHOLE TEXT
stick·y
GO ON BUTTON
TARGET PARTS FRAME
\strangest
\fast
SELECTION SYMBOL
\still
WORD LIST
\chameleon
\change
WHOLE TEXT
\colors
\creeps
TRIAL COUNTER
CHILD'S NAME
TRIAL SYMBOL
col·or
FOCUS DIALOG BUTTON

Figure 2.7

3,619,052 .061.802

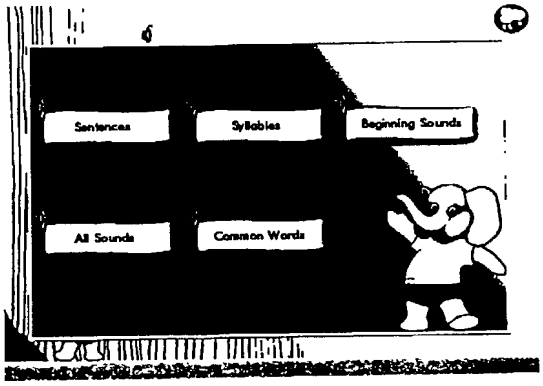


Figure 2.8

EP0990532 - 00 3802

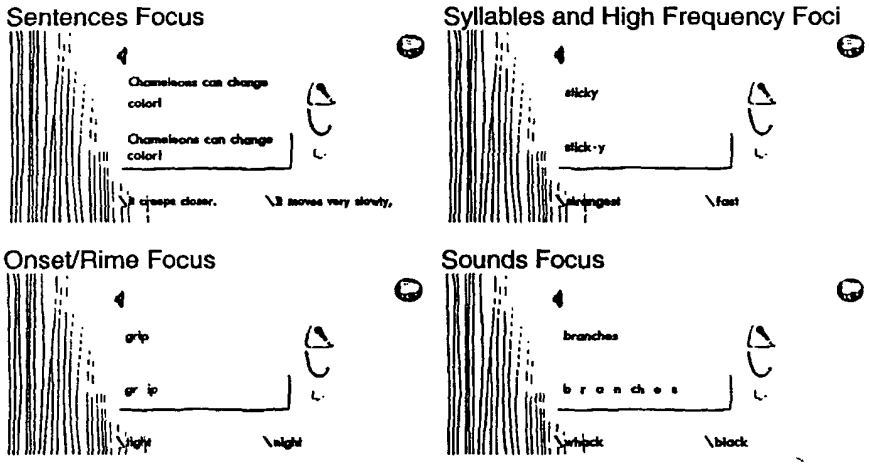


Figure 2.9

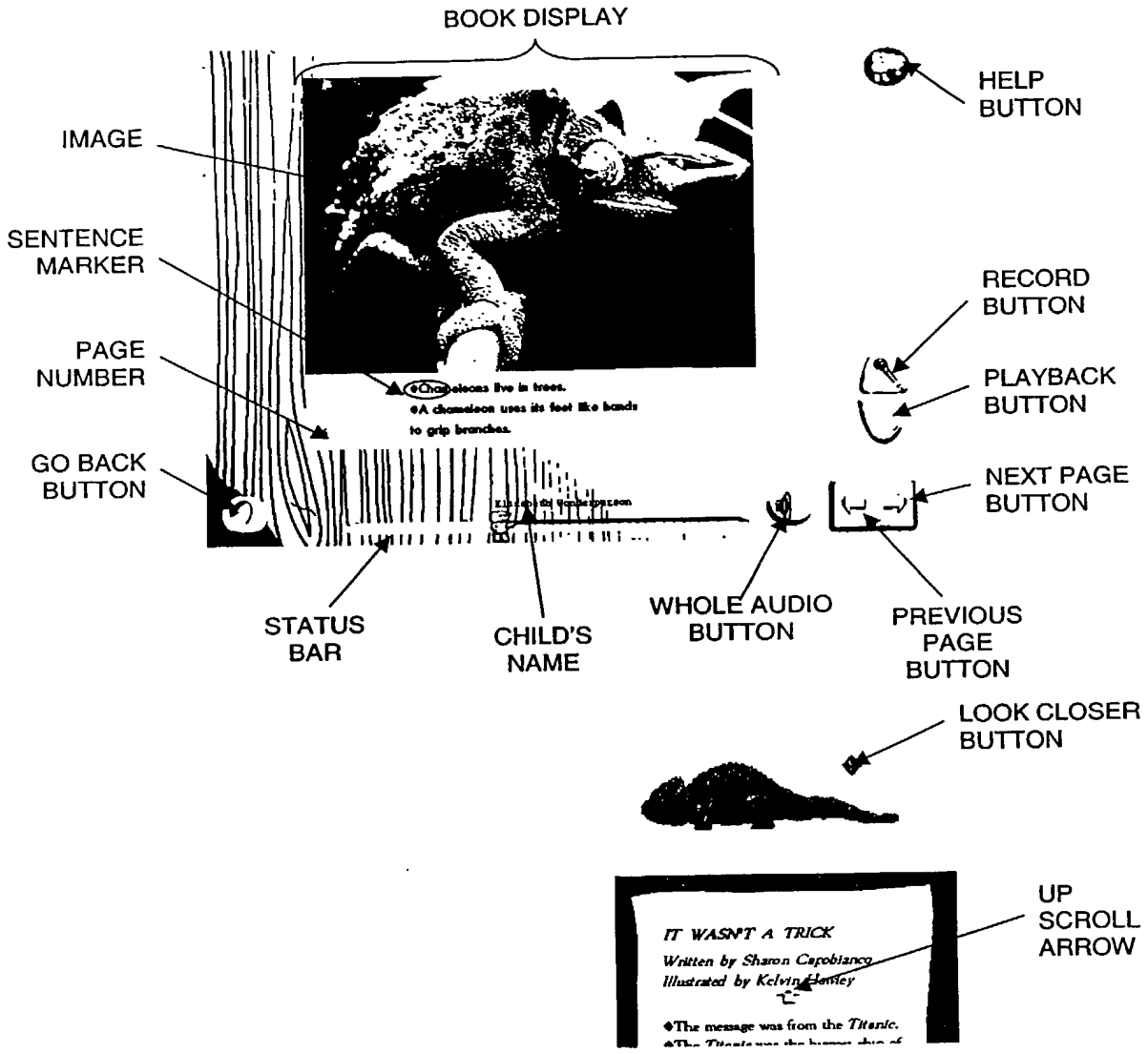

BOOK DISPLAY
HELP BUTTON
IMAGE
SENTENCE MARKER
PAGE NUMBER
GO BACK BUTTON
RECORD BUTTON
PLAYBACK BUTTON
NEXT PAGE BUTTON
STATUS BAR
CHILD'S NAME
WHOLE AUDIO BUTTON
PREVIOUS PAGE BUTTON
LOOK CLOSER BUTTON
UP SCROLL ARROW
IT WASN'T A TRICK
Written by Sharon Capobianco
Illustrated by Kelvin Hensley
♦The message was from the Titanic.

Figure 2.10

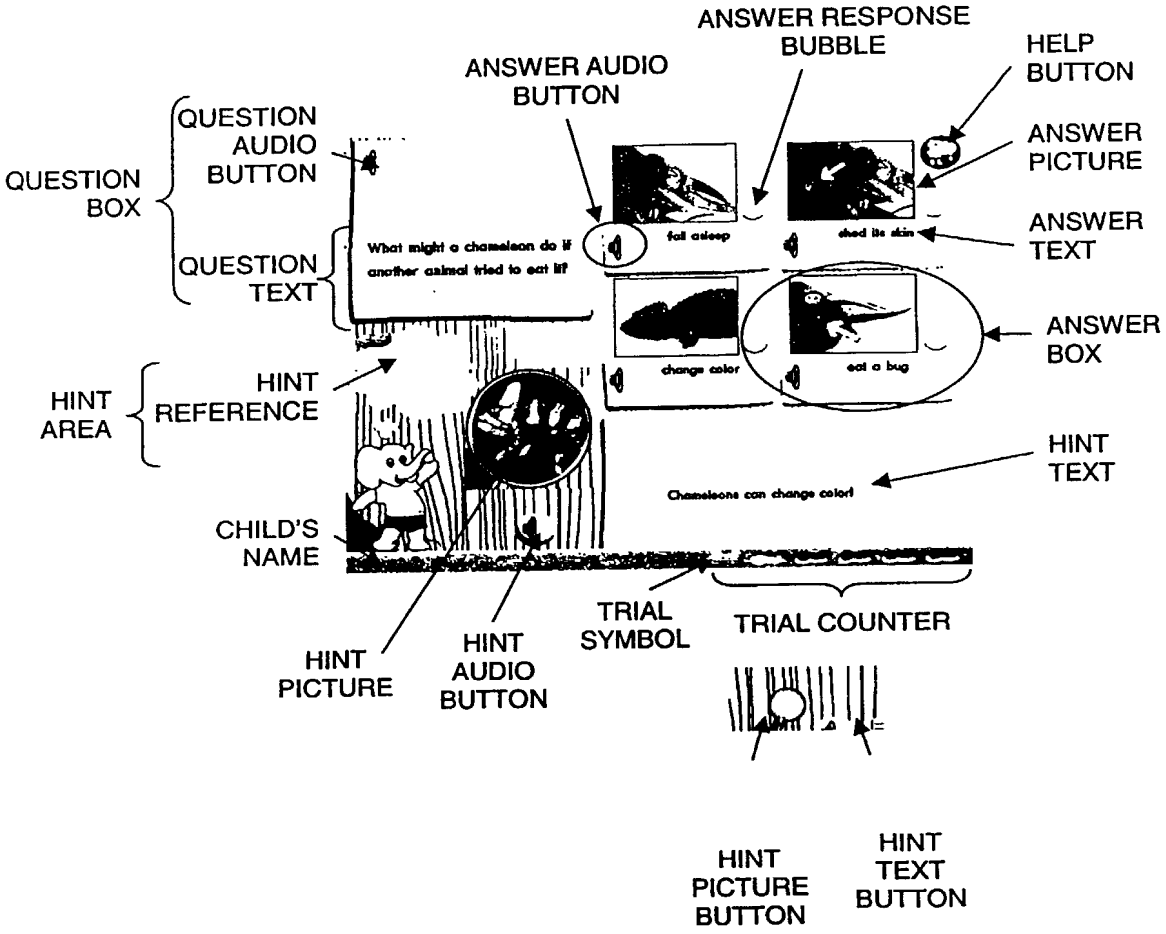

ANSWER RESPONSE BUBBLE
ANSWER AUDIO BUTTON
HELP BUTTON
QUESTION AUDIO BUTTON
QUESTION BOX
ANSWER PICTURE
QUESTION TEXT
What might a chameleon do if another animal tried to eat it?
fall asleep
shed its skin
ANSWER TEXT
change color
eat a bug
ANSWER BOX
HINT AREA
HINT REFERENCE
HINT TEXT
Chameleons can change color!
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER
HINT PICTURE
HINT AUDIO BUTTON
HINT PICTURE BUTTON
HINT TEXT BUTTON

Figure 2.11

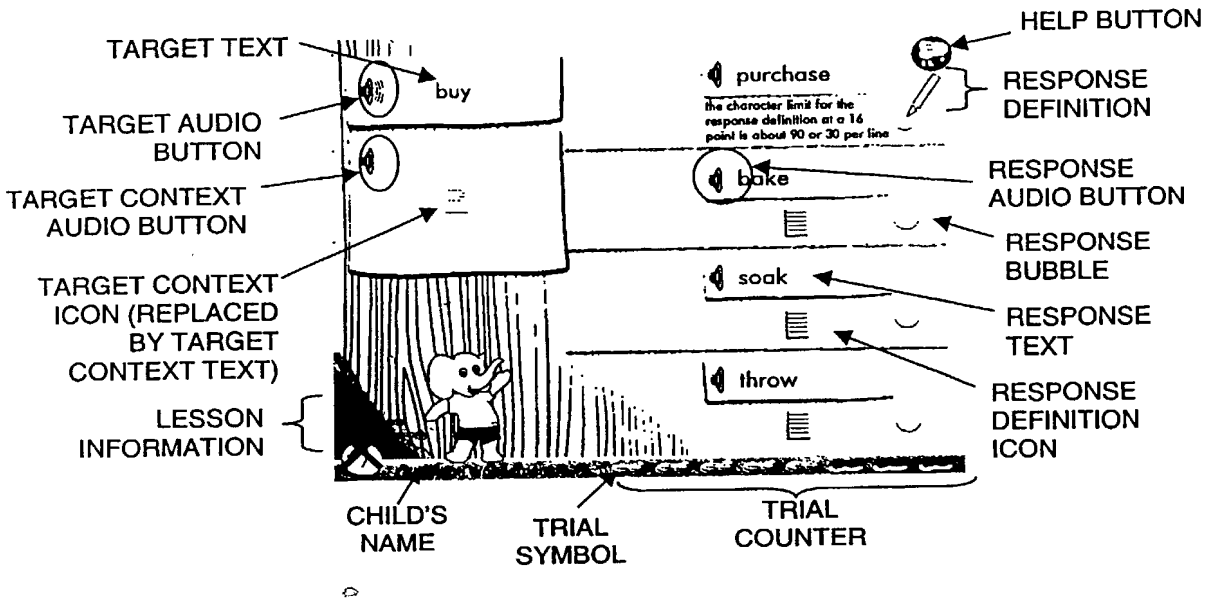
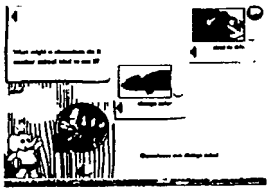

TARGET TEXT
buy
TARGET AUDIO BUTTON
TARGET CONTEXT AUDIO BUTTON
TARGET CONTEXT ICON (REPLACED BY TARGET CONTEXT TEXT)
LESSON INFORMATION
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER
HELP BUTTON
purchase
the character limit for the response definition at a 16 point is about 90 or 30 per line
RESPONSE DEFINITION
bake
RESPONSE AUDIO BUTTON
RESPONSE BUBBLE
soak
RESPONSE TEXT
throw
RESPONSE DEFINITION ICON

Figure 2.12

AVL 1

	Question	Answer	Hint
Picture		Initial	Initial
Text	Initial	Initial	Initial
Audio	Initial	On Demand	On Demand

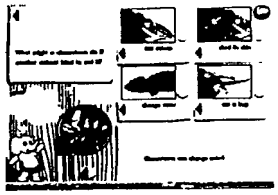
Note: at AVL 1, only two answers will be presented.



AVL 2

	Question	Answer	Hint
Picture		Initial	Initial
Text	Initial	Initial	Initial
Audio	Initial	On Demand	On Demand

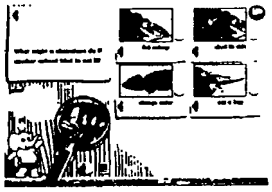
Note: at AVL 2-7, four answers will be presented.



AVL 3

	Question	Answer	Hint
Picture		Initial	On Demand
Text	Initial	Initial	On Demand
Audio	Initial	On Demand	On Demand

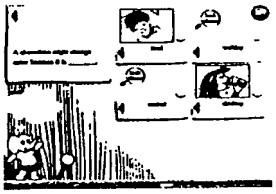
Note: at AVL 2-7, four answers will be presented.



AVL 4

	Question	Answer	Hint
Picture		On Demand	On Demand
Text	Initial	Initial	Never
Audio	Initial	On Demand	Never

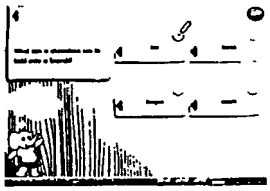
Note: at AVL 2-7, four answers will be presented.



AVL 5

	Question	Answer	Hint
Picture		Never	Never
Text	Initial	Initial	Never
Audio	On Demand	On Demand	Never

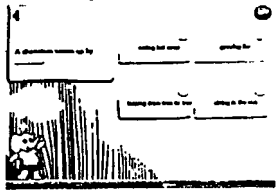
Note: at AVL 2-7, four answers will be presented.



AVL 6

	Question	Answer	Hint
Picture		Never	Never
Text	Initial	Initial	Never
Audio	On Demand	Never	Never

Note: at AVL 2-7, four answers will be presented.



AVL 7

	Question	Answer	Hint
Picture		Never	Never
Text	Initial	Initial	Never
Audio	Never	Never	Never

Note: at AVL 2-7, four answers will be presented.

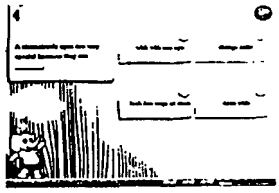


Figure 2.13

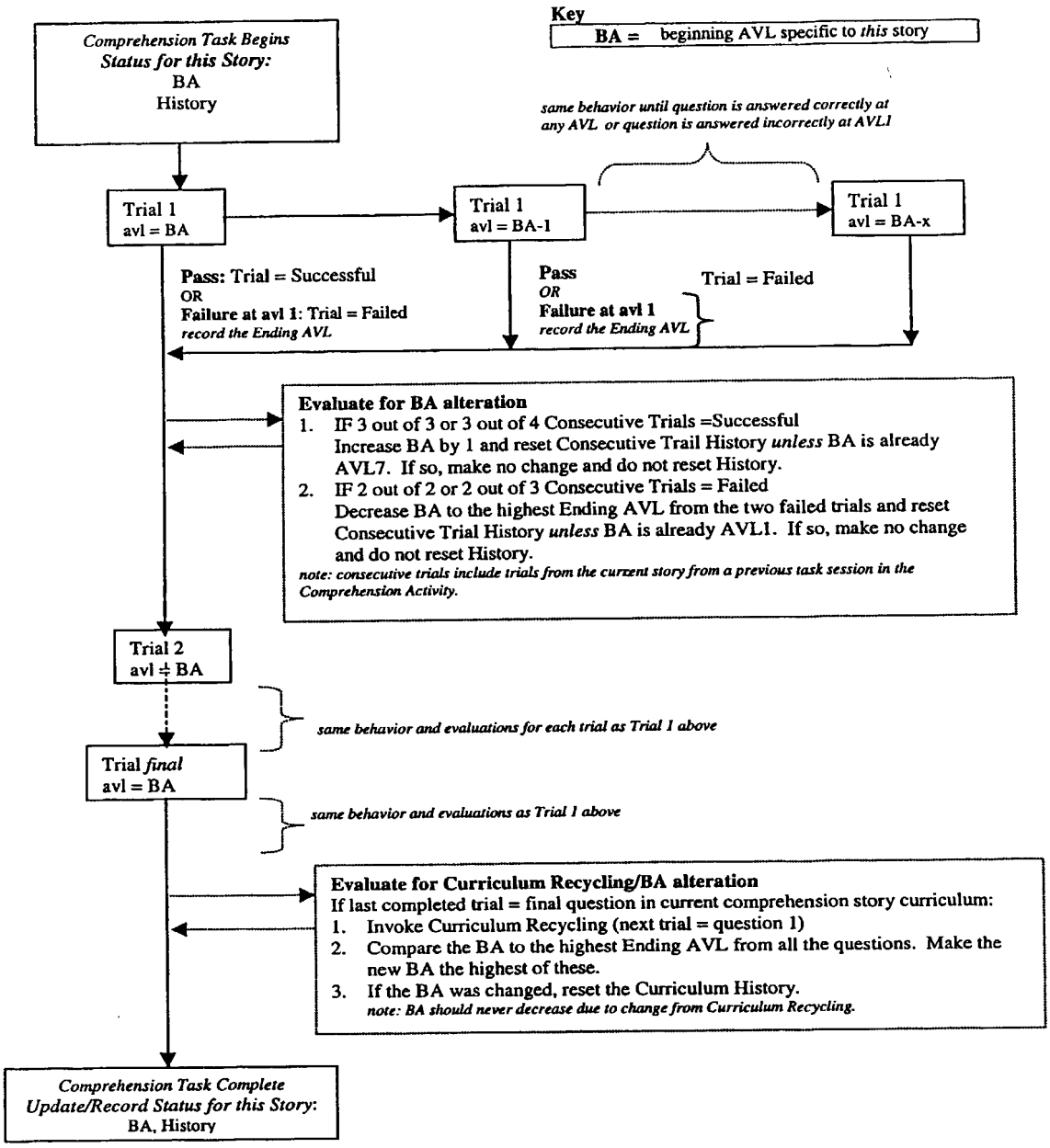

Key
BA = beginning AVL specific to this story
Comprehension Task Begins
Status for this Story:
BA
History
same behavior until question is answered correctly at any AVL or question is answered incorrectly at AVL1
Trial 1
avl = BA
Trial 1
avl = BA-1
Trial 1
avl = BA-x
Pass: Trial = Successful
OR
Failure at avl 1: Trial = Failed
record the Ending AVL
Pass
OR
Failure at avl 1
record the Ending AVL
Trial = Failed
Evaluate for BA alteration
1. IF 3 out of 3 or 3 out of 4 Consecutive Trials =Successful
Increase BA by 1 and reset Consecutive Trail History unless BA is already AVL7. If so, make no change and do not reset History.
2. IF 2 out of 2 or 2 out of 3 Consecutive Trials = Failed
Decrease BA to the highest Ending AVL from the two failed trials and reset Consecutive Trial History unless BA is already AVL1. If so, make no change and do not reset History.
note: consecutive trials include trials from the current story from a previous task session in the Comprehension Activity.
Trial 2
avl = BA
same behavior and evaluations for each trial as Trial 1 above
Trial final
avl = BA
same behavior and evaluations as Trial 1 above
Evaluate for Curriculum Recycling/BA alteration
If last completed trial = final question in current comprehension story curriculum:
1. Invoke Curriculum Recycling (next trial = question 1)
2. Compare the BA to the highest Ending AVL from all the questions. Make the new BA the highest of these.
3. If the BA was changed, reset the Curriculum History.
note: BA should never decrease due to change from Curriculum Recycling.
Comprehension Task Complete
Update/Record Status for this Story:
BA, History

Figure 2.14

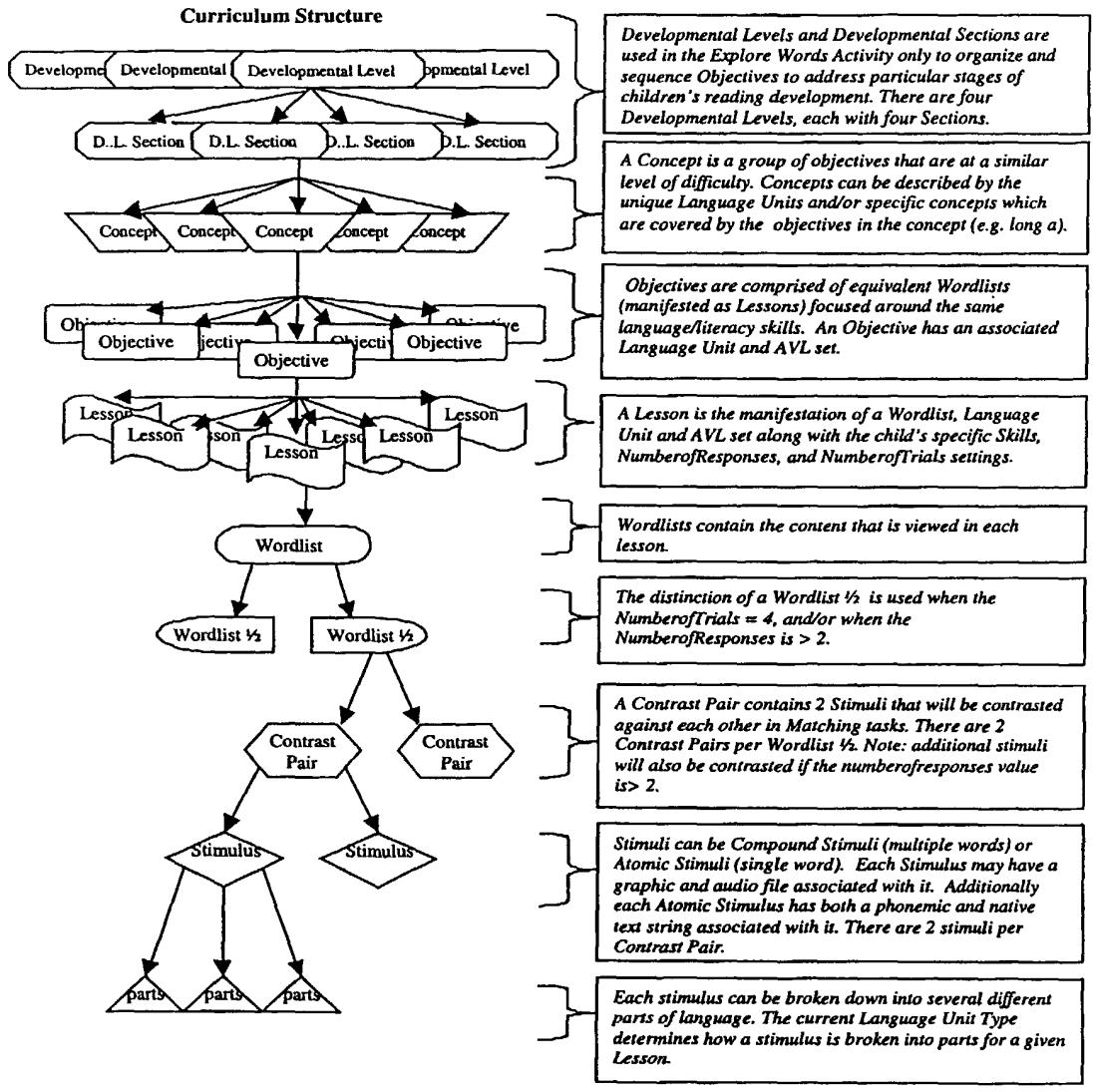

Curriculum Structure
Developmental Level
D.L. Section
Concept
Objective
Lesson
Wordlist
Wordlist ½
Contrast Pair
Stimulus
parts
Developmental Levels and Developmental Sections are used in the Explore Words Activity only to organize and sequence Objectives to address particular stages of children's reading development. There are four Developmental Levels, each with four Sections.
A Concept is a group of objectives that are at a similar level of difficulty. Concepts can be described by the unique Language Units and/or specific concepts which are covered by the objectives in the concept (e.g. long a).
Objectives are comprised of equivalent Wordlists (manifested as Lessons) focused around the same language/literacy skills. An Objective has an associated Language Unit and AVL set.
A Lesson is the manifestation of a Wordlist, Language Unit and AVL set along with the child's specific Skills, NumberofResponses, and NumberofTrials settings.
Wordlists contain the content that is viewed in each lesson.
The distinction of a Wordlist ½ is used when the NumberofTrials = 4, and/or when the NumberofResponses is > 2.
A Contrast Pair contains 2 Stimuli that will be contrasted against each other in Matching tasks. There are 2 Contrast Pairs per Wordlist ½. Note: additional stimuli will also be contrasted if the numberofresponses value is> 2.
Stimuli can be Compound Stimuli (multiple words) or Atomic Stimuli (single word). Each Stimulus may have a graphic and audio file associated with it. Additionally each Atomic Stimulus has both a phonemic and native text string associated with it. There are 2 stimuli per Contrast Pair.
Each stimulus can be broken down into several different parts of language. The current Language Unit Type determines how a stimulus is broken into parts for a given Lesson.

Figure 3.1

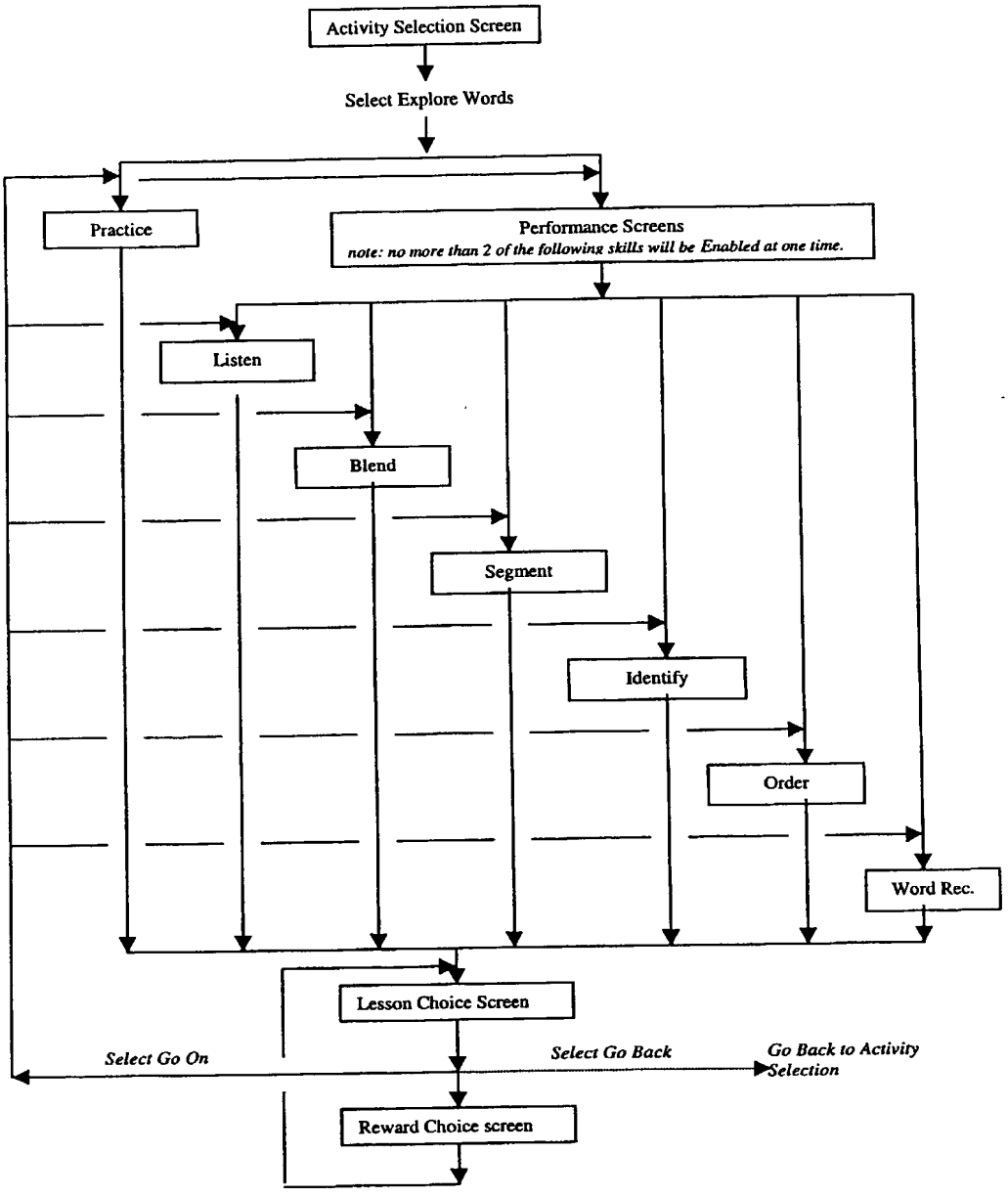

Activity Selection Screen
Select Explore Words
Practice
Performance Screens
note: no more than 2 of the following skills will be Enabled at one time.
Listen
Blend
Segment
Identify
Order
Word Rec.
Lesson Choice Screen
Select Go On
Select Go Back
Go Back to Activity Selection
Reward Choice screen

Figure 3.2

3109302 06/10/02

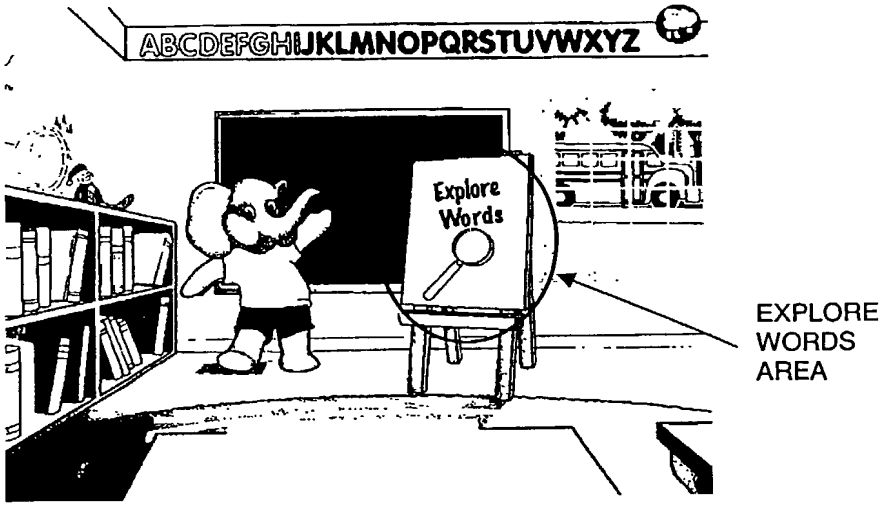


Figure 3.3

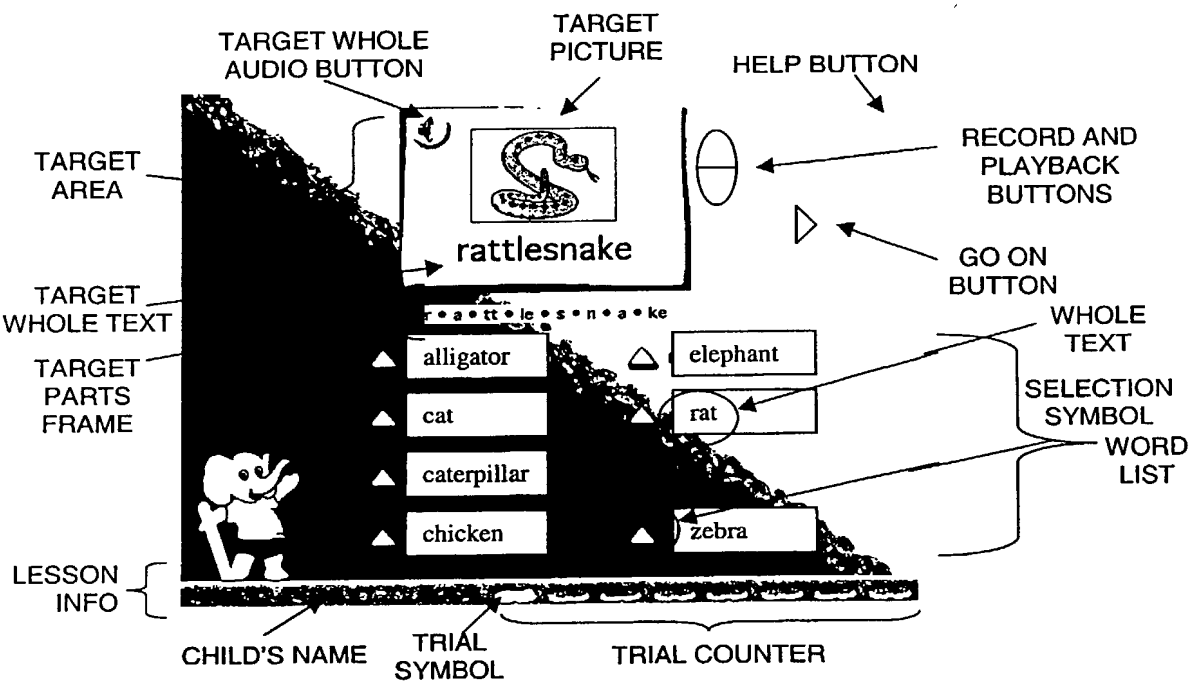

TARGET WHOLE AUDIO BUTTON
TARGET PICTURE
HELP BUTTON
TARGET AREA
RECORD AND PLAYBACK BUTTONS
rattlesnake
GO ON BUTTON
TARGET WHOLE TEXT
WHOLE TEXT
TARGET PARTS FRAME
alligator
cat
caterpillar
chicken
elephant
rat
zebra
SELECTION SYMBOL
WORD LIST
LESSON INFO
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER

Figure 3.4

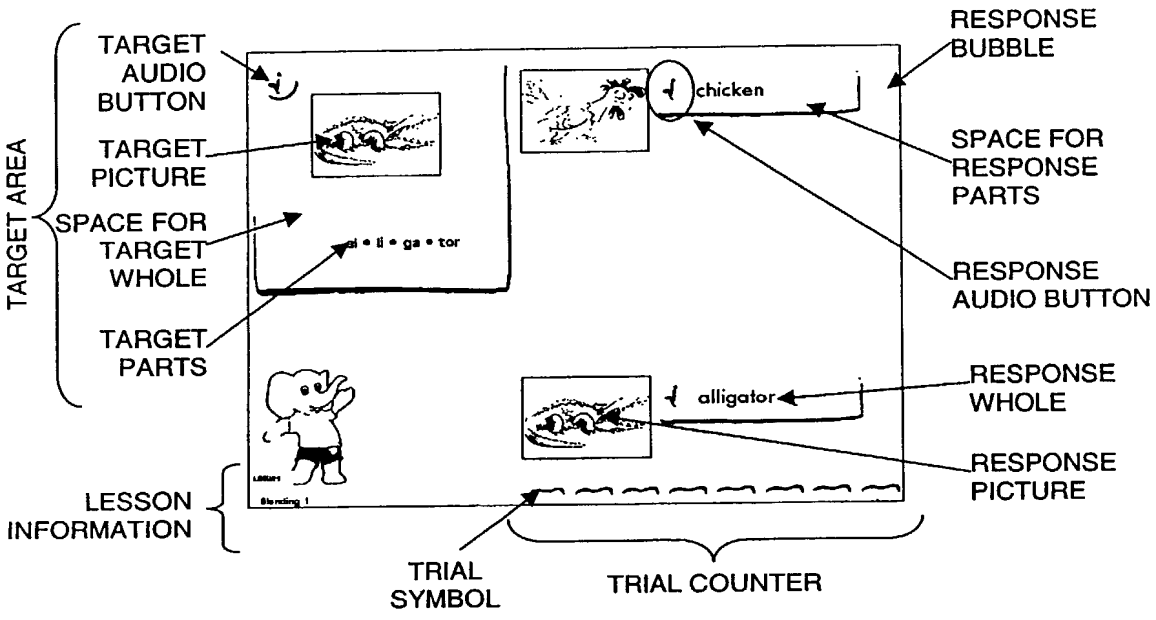

TARGET AREA
TARGET AUDIO BUTTON
TARGET PICTURE
SPACE FOR TARGET WHOLE
TARGET PARTS
LESSON INFORMATION
RESPONSE BUBBLE
SPACE FOR RESPONSE PARTS
RESPONSE AUDIO BUTTON
RESPONSE WHOLE
RESPONSE PICTURE
TRIAL SYMBOL
TRIAL COUNTER
chicken
alligator

Figure 3.5

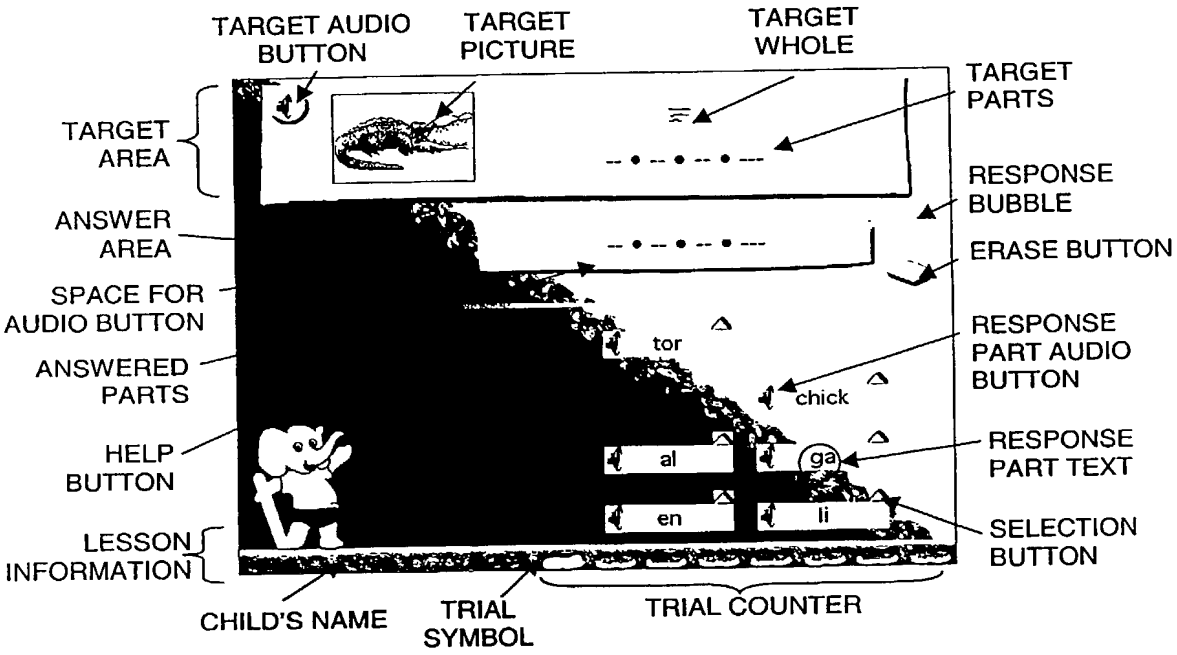

TARGET AUDIO BUTTON
TARGET PICTURE
TARGET WHOLE
TARGET PARTS
TARGET AREA
RESPONSE BUBBLE
ANSWER AREA
ERASE BUTTON
SPACE FOR AUDIO BUTTON
tor
RESPONSE PART AUDIO BUTTON
ANSWERED PARTS
chick
HELP BUTTON
al
ga
RESPONSE PART TEXT
en
li
LESSON INFORMATION
SELECTION BUTTON
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER

Figure 3.6

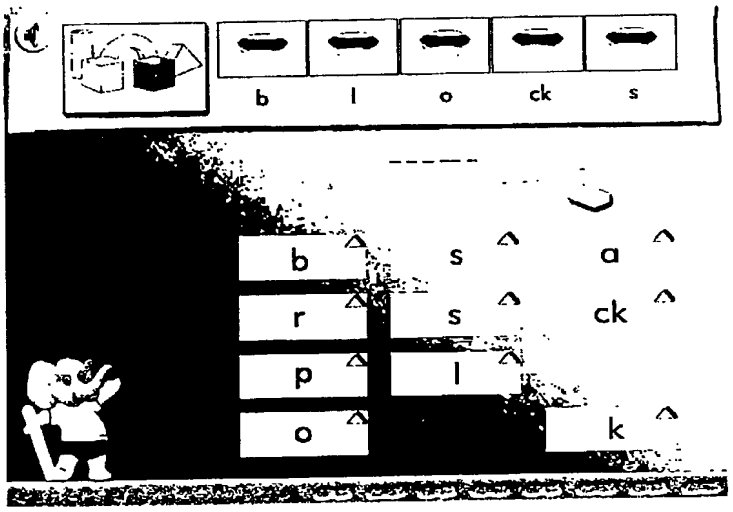
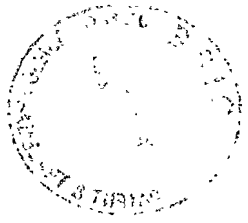


Figure 3.7

10:23:53 .06.2002



Key:
LU = language unit type
Obj = objective
# Res. = Number of Responses

P1-8 = Practice trials 1-8
+ = Successful
- = Failed

N = Neutral/Passed

LU	Obj	Lesson	# Res.	Trial	Listen			Blend			Segment			Identify			Order			Word Rec			Overall Score		Rule in use
					1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Sk	Ls	
Sent	1	1	3	P1-8																					
				1		+																			
				2		+																			
				3		+																			
				4			+																		3f
				5			-																		
				6			+																		3g
				7			-																		
				8		+																	+		4a, 5a
				1					+																
				2					-																
				3					-																3g
				4				-																	
				5				+																	
				6				+																	
				7				+																	
				8					+														-		3f, 4c, 5c
				1					+																
				2					-																
				3					+																
				4						-															3f
				5						-															
				6					+																3g
				7					+																
				8					+														N		4b, 5b1
																								N	6avi

Figure 3.8.1

	1	2	3	P1-8																			6b
				1		+																	
				2		-																	
				3		+																	
				4			+																3f
				5			+																
				6			+																
				7			+																
				8			+														+		4a, 5a
				1						+													3f
				2						-													
				3						+													
				4						-													
				5					+														3g
				6					+														
				7					+														
				8						+											+		3f, 4a, 5d
																						+	6aiii
	1	3	3	P1-8																			6b
				1			+																
				2			+																
				3			+																
				4			-																
				5			+																
				6			+																
				7			+																
				8			+														+		4a, 5a
				1						-													
				2						+													
				3						+													
				4						-													
				5						+													
				6						+													
				7						+													
				8						+											+		4a, 5d
																						+	6aiii

Figure 3.8.2

	1	4	4	P1-8																					6b, 7a
				1			+																		
				2			+																		
				3			+																		
				4			+																		
				5			+																		
				6			+																		
				7			+																		
				8			+																+		4a, 5a
				1					+																
				2					+																
				3					-																
				4					+																
				5					+																
				6					+																
				7					+																
				8					-														+		4a, 5d
											-													+	6aiii
				1							+														6b, 8ai4
				2							-														
				3						+															3g
				4						+															
				5						+															3f
				6							+														
				7							-														4c
				8							+												-		8ai4
	1	5	4	P1-8																					
				1					-																3g
				2				+																	
				3				-																	
				4				+																	
				5				-																	
				6			+																		
				7			+																		
				8			+																-		4c, 5b
				1				+																	
				2				+																	
				3				-																	
				4				-																	
				5			+																		
				6			+																		
				7			+																		
				8				+															-		5b1
																								-	6aii

Figure 3.8.3

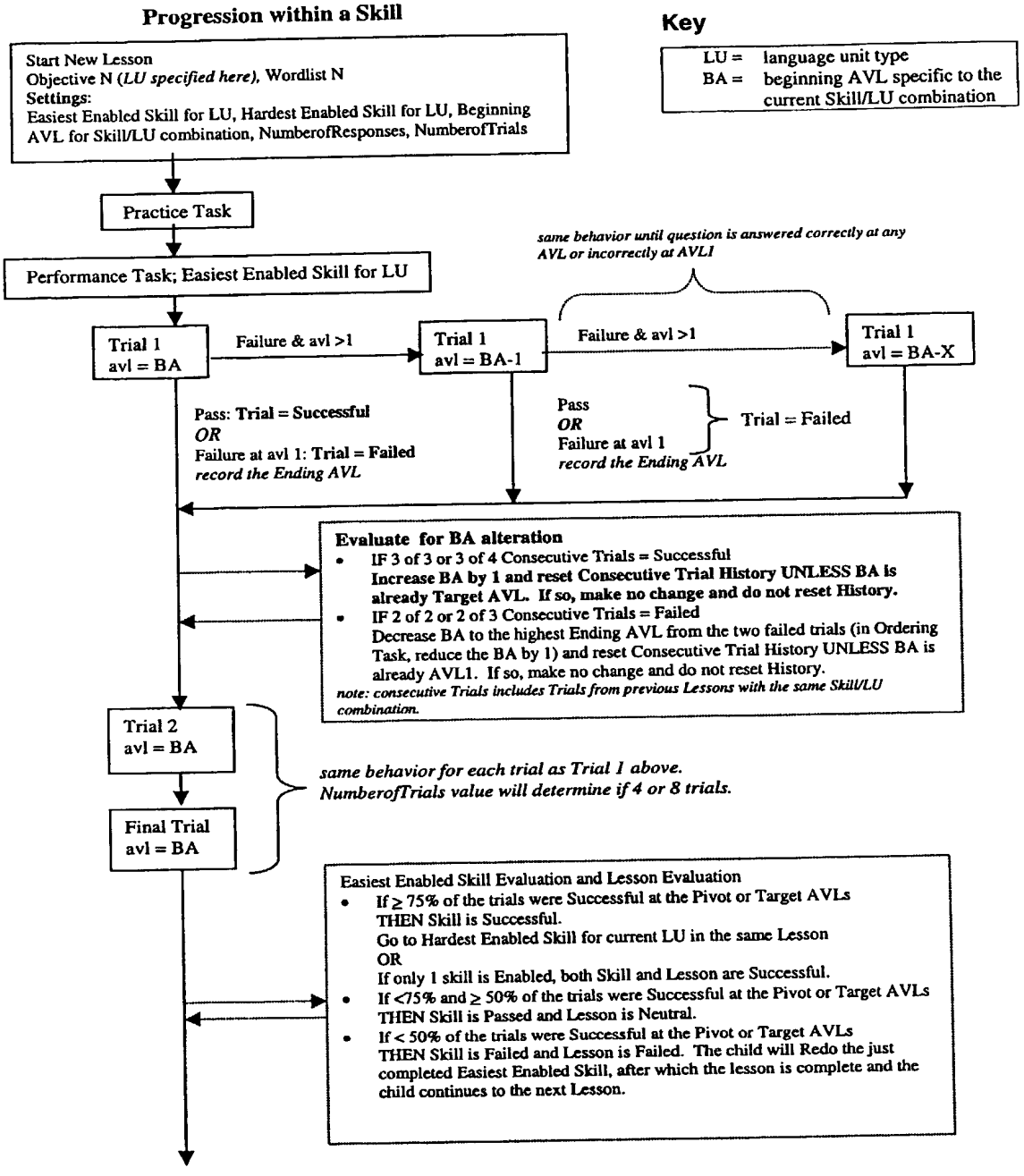

Progression within a Skill
Key
LU = language unit type
BA = beginning AVL specific to the current Skill/LU combination
Start New Lesson
Objective N (LU specified here), Wordlist N
Settings:
Easiest Enabled Skill for LU, Hardest Enabled Skill for LU, Beginning AVL for Skill/LU combination, NumberofResponses, NumberofTrials
Practice Task
Performance Task; Easiest Enabled Skill for LU
same behavior until question is answered correctly at any AVL or incorrectly at AVL1
Trial 1 avl = BA
Failure & avl >1
Trial 1 avl = BA-1
Failure & avl >1
Trial 1 avl = BA-X
Pass: Trial = Successful
OR
Failure at avl 1: Trial = Failed
record the Ending AVL
Pass
OR
Failure at avl 1
record the Ending AVL
Trial = Failed
Evaluate for BA alteration
IF 3 of 3 or 3 of 4 Consecutive Trials = Successful
Increase BA by 1 and reset Consecutive Trial History UNLESS BA is already Target AVL. If so, make no change and do not reset History.
IF 2 of 2 or 2 of 3 Consecutive Trials = Failed
Decrease BA to the highest Ending AVL from the two failed trials (in Ordering Task, reduce the BA by 1) and reset Consecutive Trial History UNLESS BA is already AVL1. If so, make no change and do not reset History.
note: consecutive Trials includes Trials from previous Lessons with the same Skill/LU combination.
Trial 2 avl = BA
Final Trial avl = BA
same behavior for each trial as Trial 1 above.
NumberofTrials value will determine if 4 or 8 trials.
Easiest Enabled Skill Evaluation and Lesson Evaluation
If ≥ 75% of the trials were Successful at the Pivot or Target AVLs
THEN Skill is Successful.
Go to Hardest Enabled Skill for current LU in the same Lesson
OR
If only 1 skill is Enabled, both Skill and Lesson are Successful.
If <75% and ≥ 50% of the trials were Successful at the Pivot or Target AVLs
THEN Skill is Passed and Lesson is Neutral.
If < 50% of the trials were Successful at the Pivot or Target AVLs
THEN Skill is Failed and Lesson is Failed. The child will Redo the just completed Easiest Enabled Skill, after which the lesson is complete and the child continues to the next Lesson.

Figure 3.9.1

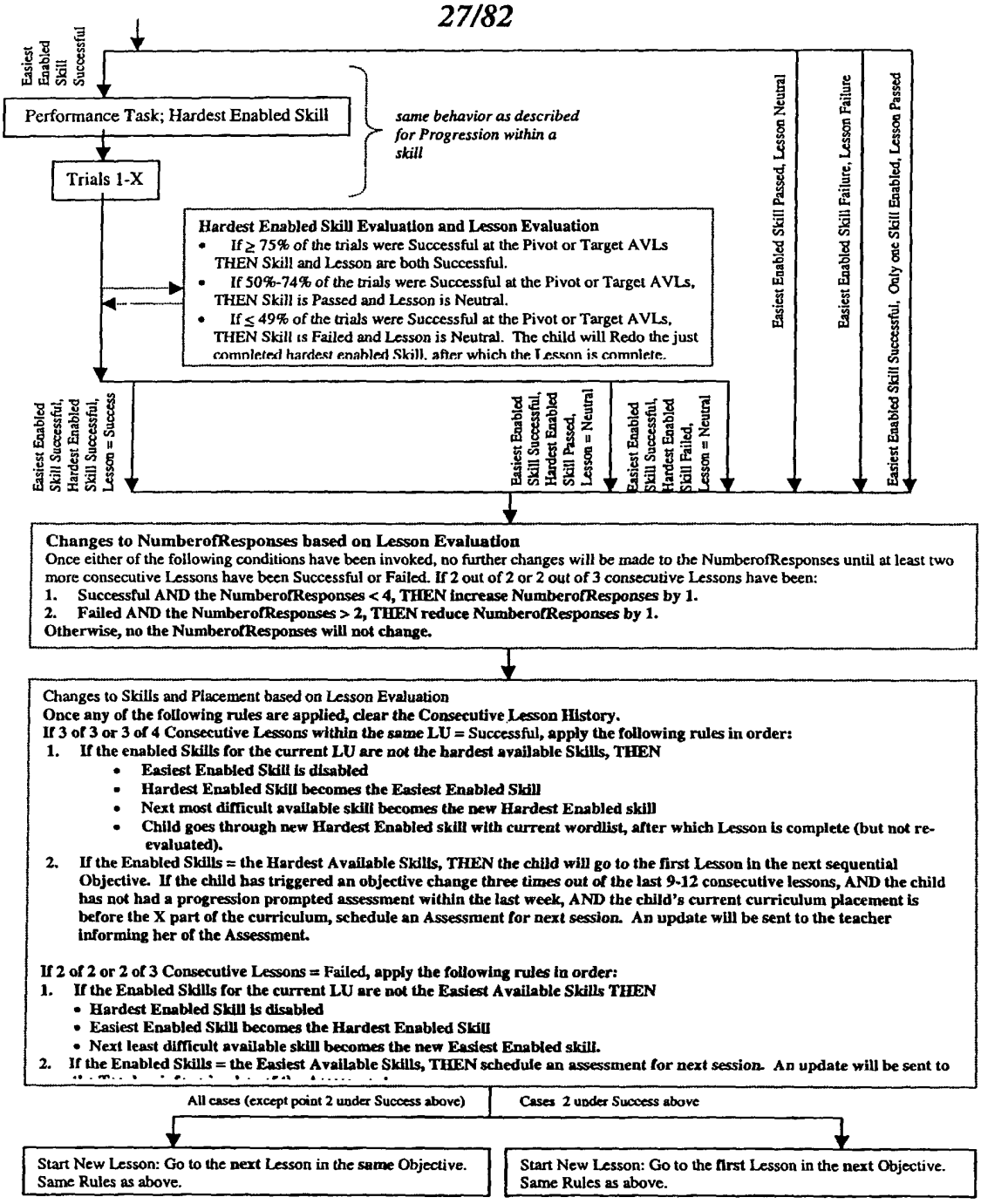

Easiest Enabled Skill Successful
Performance Task; Hardest Enabled Skill
same behavior as described for Progression within a skill
Trials 1-X
Hardest Enabled Skill Evaluation and Lesson Evaluation
• If ≥ 75% of the trials were Successful at the Pivot or Target AVLs THEN Skill and Lesson are both Successful.
• If 50%-74% of the trials were Successful at the Pivot or Target AVLs, THEN Skill is Passed and Lesson is Neutral.
• If ≤ 49% of the trials were Successful at the Pivot or Target AVLs, THEN Skill is Failed and Lesson is Neutral. The child will Redo the just completed hardest enabled Skill, after which the Lesson is complete.
Easiest Enabled Skill Passed, Lesson Neutral
Easiest Enabled Skill Failure, Lesson Failure
Easiest Enabled Skill Successful, Only one Skill Enabled, Lesson Passed
Easiest Enabled Skill Successful, Hardest Enabled Skill Successful, Lesson = Success
Easiest Enabled Skill Successful, Hardest Enabled Skill Passed, Lesson = Neutral
Easiest Enabled Skill Successful, Hardest Enabled Skill Failed, Lesson = Neutral
Changes to NumberofResponses based on Lesson Evaluation
Once either of the following conditions have been invoked, no further changes will be made to the NumberofResponses until at least two more consecutive Lessons have been Successful or Failed. If 2 out of 2 or 2 out of 3 consecutive Lessons have been:
1. Successful AND the NumberofResponses < 4, THEN increase NumberofResponses by 1.
2. Failed AND the NumberofResponses > 2, THEN reduce NumberofResponses by 1.
Otherwise, no the NumberofResponses will not change.
Changes to Skills and Placement based on Lesson Evaluation
Once any of the following rules are applied, clear the Consecutive Lesson History.
If 3 of 3 or 3 of 4 Consecutive Lessons within the same LU = Successful, apply the following rules in order:
1. If the enabled Skills for the current LU are not the hardest available Skills, THEN
• Easiest Enabled Skill is disabled
• Hardest Enabled Skill becomes the Easiest Enabled Skill
• Next most difficult available skill becomes the new Hardest Enabled skill
• Child goes through new Hardest Enabled skill with current wordlist, after which Lesson is complete (but not re-evaluated).
2. If the Enabled Skills = the Hardest Available Skills, THEN the child will go to the first Lesson in the next sequential Objective. If the child has triggered an objective change three times out of the last 9-12 consecutive lessons, AND the child has not had a progression prompted assessment within the last week, AND the child's current curriculum placement is before the X part of the curriculum, schedule an Assessment for next session. An update will be sent to the teacher informing her of the Assessment.
If 2 of 2 or 2 of 3 Consecutive Lessons = Failed, apply the following rules in order:
1. If the Enabled Skills for the current LU are not the Easiest Available Skills THEN
• Hardest Enabled Skill is disabled
• Easiest Enabled Skill becomes the Hardest Enabled Skill
• Next least difficult available skill becomes the new Easiest Enabled skill.
2. If the Enabled Skills = the Easiest Available Skills, THEN schedule an assessment for next session. An update will be sent to
All cases (except point 2 under Success above)
Cases 2 under Success above
Start New Lesson: Go to the next Lesson in the same Objective. Same Rules as above.
Start New Lesson: Go to the first Lesson in the next Objective. Same Rules as above.

Figure 3.9.2

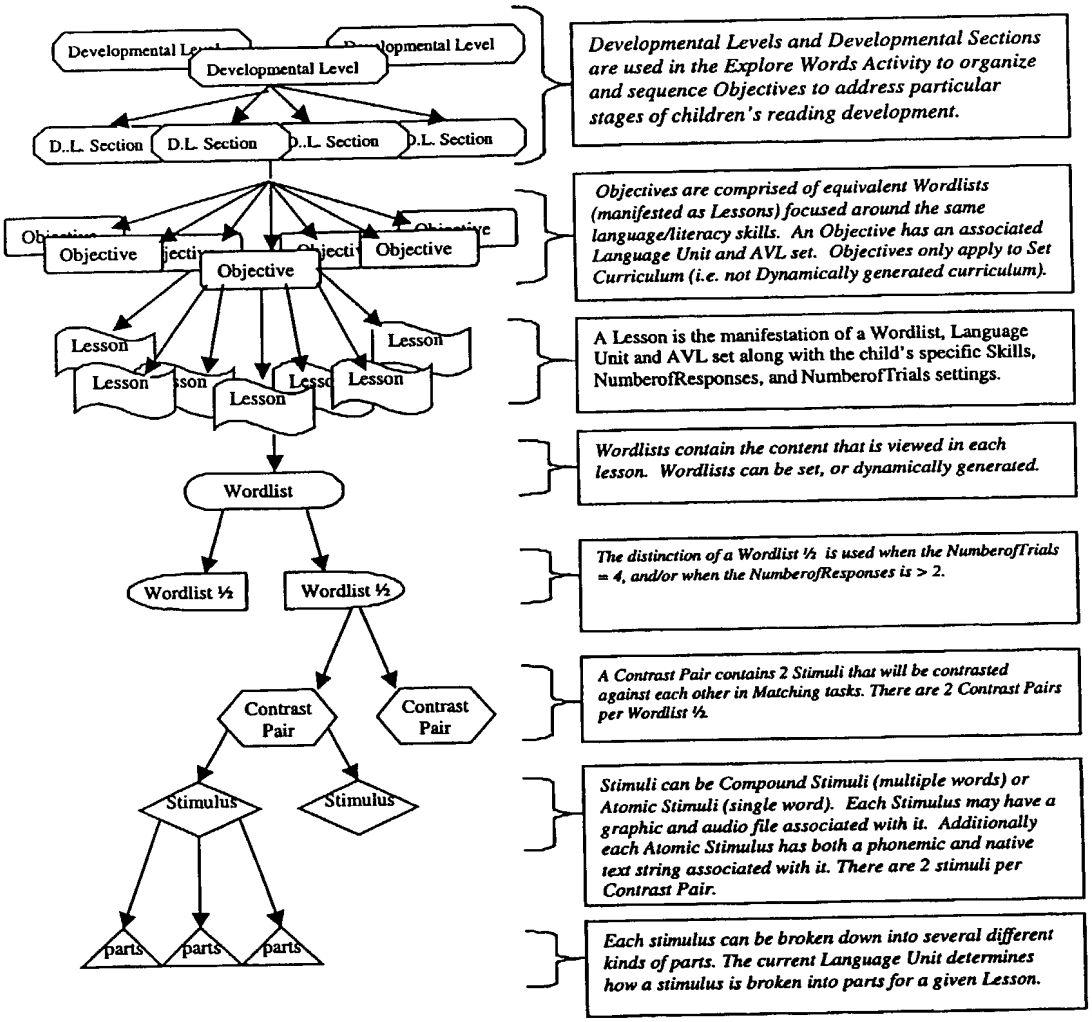

Developmental Level
Developmental Level
D.L. Section
D.L. Section
D.L. Section
D.L. Section
Objective
Objective
Objective
Lesson
Lesson
Lesson
Lesson
Wordlist
Wordlist ½
Wordlist ½
Contrast Pair
Contrast Pair
Stimulus
Stimulus
parts
parts
parts
Developmental Levels and Developmental Sections are used in the Explore Words Activity to organize and sequence Objectives to address particular stages of children's reading development.
Objectives are comprised of equivalent Wordlists (manifested as Lessons) focused around the same language/literacy skills. An Objective has an associated Language Unit and AVL set. Objectives only apply to Set Curriculum (i.e. not Dynamically generated curriculum).
A Lesson is the manifestation of a Wordlist, Language Unit and AVL set along with the child's specific Skills, NumberofResponses, and NumberofTrials settings.
Wordlists contain the content that is viewed in each lesson. Wordlists can be set, or dynamically generated.
The distinction of a Wordlist ½ is used when the NumberofTrials = 4, and/or when the NumberofResponses is > 2.
A Contrast Pair contains 2 Stimuli that will be contrasted against each other in Matching tasks. There are 2 Contrast Pairs per Wordlist ½.
Stimuli can be Compound Stimuli (multiple words) or Atomic Stimuli (single word). Each Stimulus may have a graphic and audio file associated with it. Additionally each Atomic Stimulus has both a phonemic and native text string associated with it. There are 2 stimuli per Contrast Pair.
Each stimulus can be broken down into several different kinds of parts. The current Language Unit determines how a stimulus is broken into parts for a given Lesson.

Figure 4.1

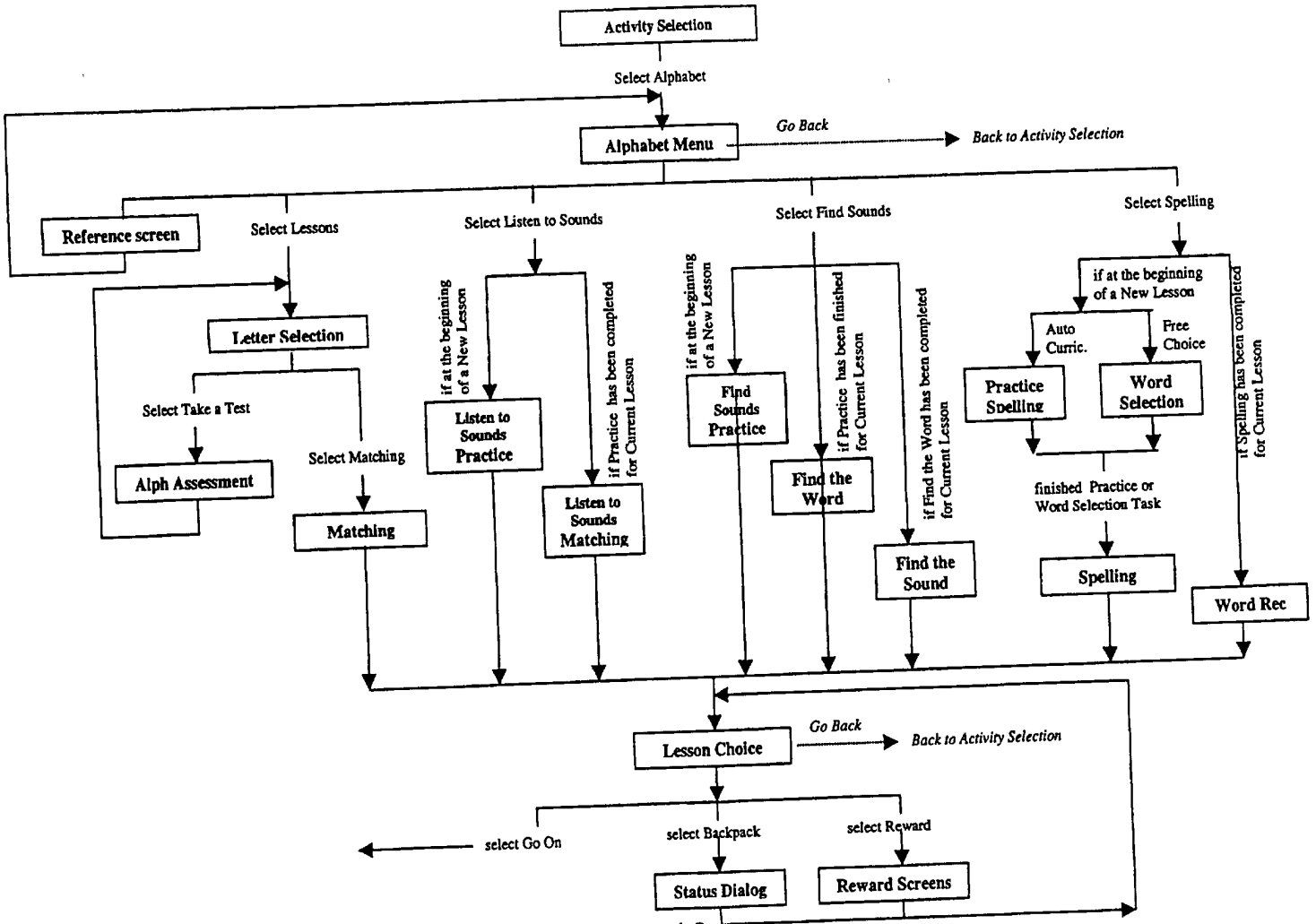

Activity Selection
Select Alphabet
Alphabet Menu
Go Back
Back to Activity Selection
Reference screen
Select Lessons
Select Listen to Sounds
Select Find Sounds
Select Spelling
Letter Selection
Select Take a Test
Alph Assessment
Select Matching
Matching
if at the beginning of a New Lesson
Listen to Sounds Practice
if Practice has been completed for Current Lesson
Listen to Sounds Matching
if at the beginning of a New Lesson
Find Sounds Practice
if Practice has been finished for Current Lesson
Find the Word
if Find the Word has been completed for Current Lesson
Find the Sound
if at the beginning of a New Lesson
Auto Curric.
Free Choice
Practice Spelling
Word Selection
finished Practice or Word Selection Task
Spelling
if Spelling has been completed for Current Lesson
Word Rec
Lesson Choice
Go Back
Back to Activity Selection
select Go On
select Backpack
select Reward
Status Dialog
Reward Screens

Figure 4.2

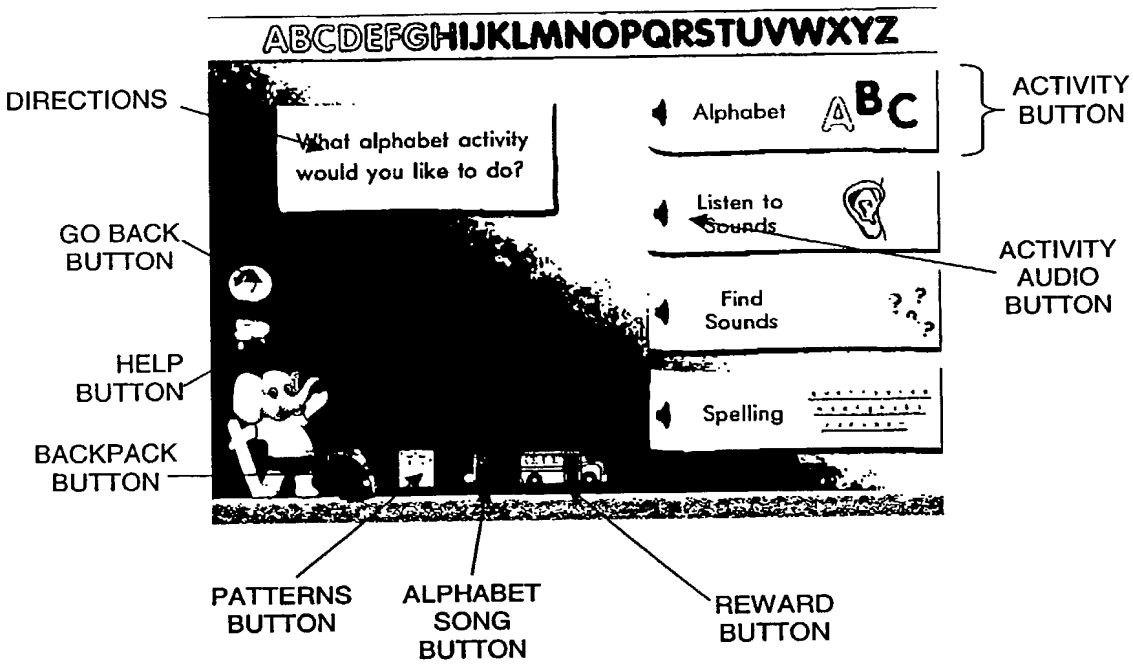

ABCDEFGHIJKLMNOPQRSTUVWXYZ
DIRECTIONS
What alphabet activity would you like to do?
Alphabet
ACTIVITY BUTTON
Listen to Sounds
ACTIVITY AUDIO BUTTON
Find Sounds
Spelling
GO BACK BUTTON
HELP BUTTON
BACKPACK BUTTON
PATTERNS BUTTON
ALPHABET SONG BUTTON
REWARD BUTTON

Figure 4.3

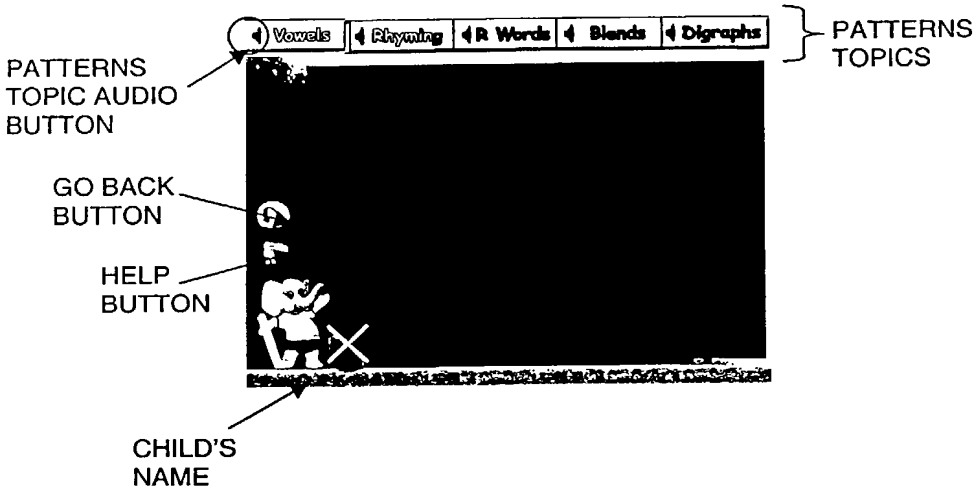

Vowels
Rhyming
R Words
Blends
Digraphs
PATTERNS
TOPICS
PATTERNS
TOPIC AUDIO
BUTTON
GO BACK
BUTTON
HELP
BUTTON
CHILD'S
NAME

Figure 4.4

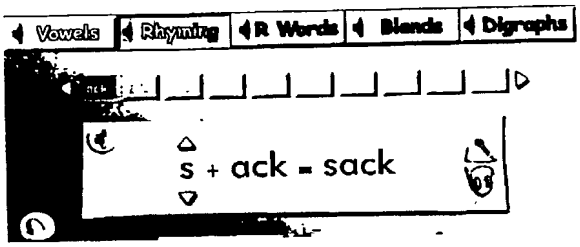


Figure 4.5

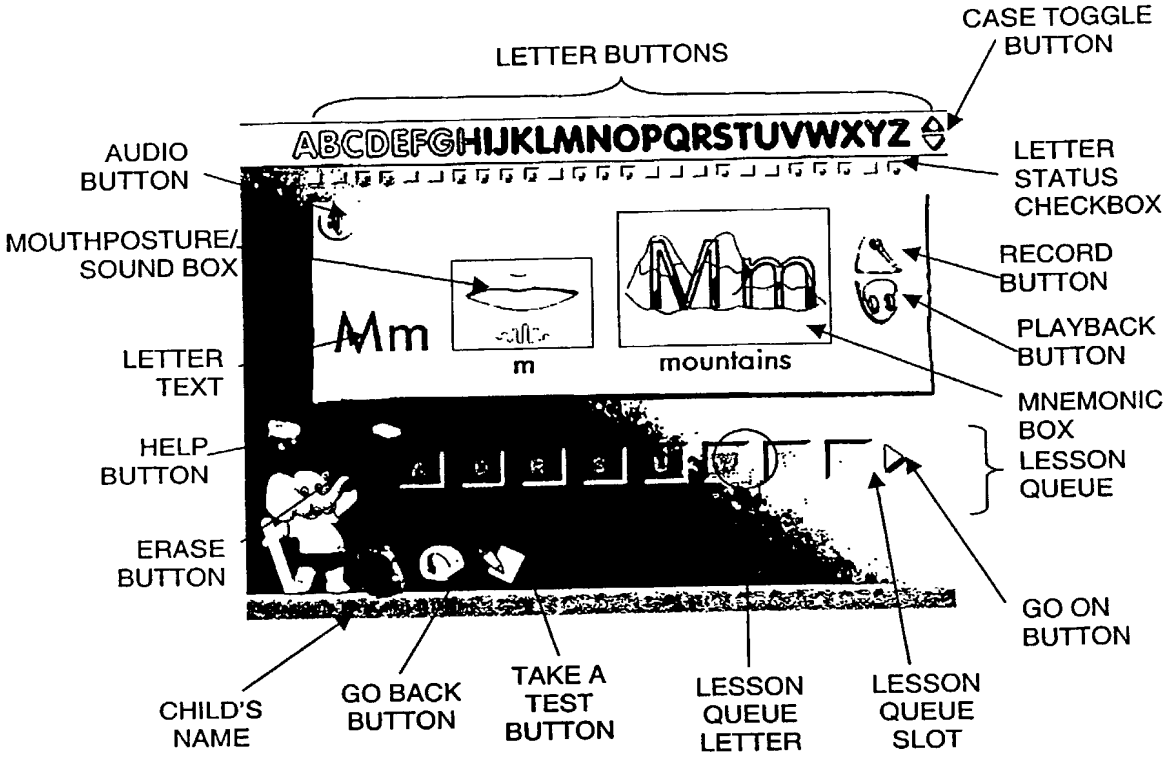

LETTER BUTTONS
CASE TOGGLE BUTTON
ABCDEFGHIJKLMNOPQRSTUVWXYZ
AUDIO BUTTON
LETTER STATUS CHECKBOX
MOUTHPOSTURE/ SOUND BOX
RECORD BUTTON
Mm
m
Mm
mountains
PLAYBACK BUTTON
LETTER TEXT
MNEMONIC BOX
HELP BUTTON
LESSON QUEUE
ERASE BUTTON
GO ON BUTTON
CHILD'S NAME
GO BACK BUTTON
TAKE A TEST BUTTON
LESSON QUEUE LETTER
LESSON QUEUE SLOT

Figure 4.6

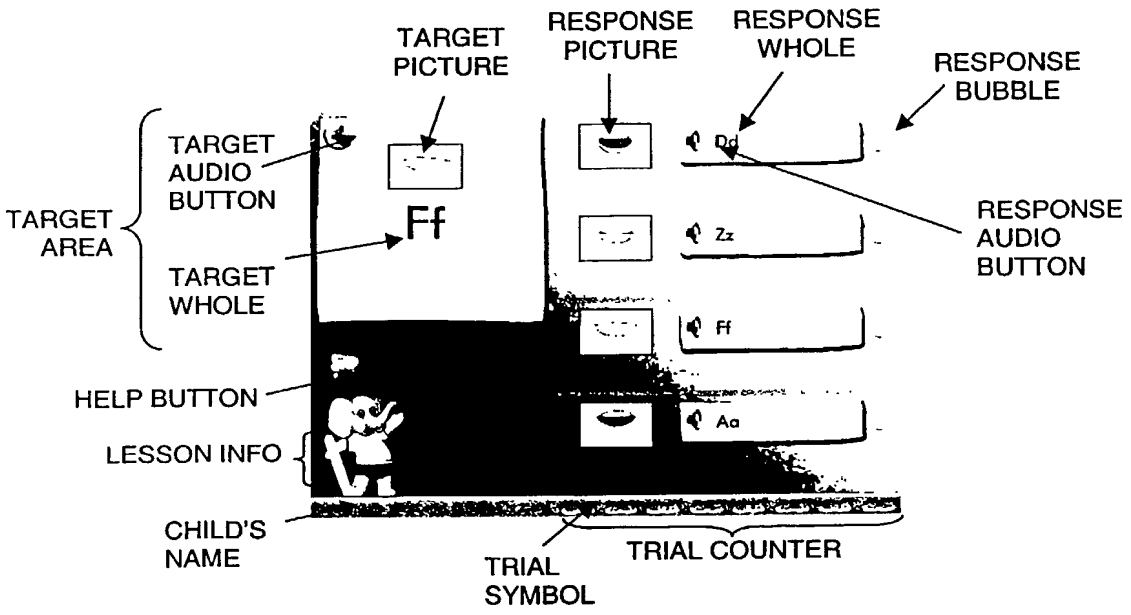

TARGET PICTURE
RESPONSE PICTURE
RESPONSE WHOLE
RESPONSE BUBBLE
TARGET AUDIO BUTTON
TARGET AREA
TARGET WHOLE
Ff
Dd
Zz
Ff
Aa
RESPONSE AUDIO BUTTON
HELP BUTTON
LESSON INFO
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER

Figure 4.7

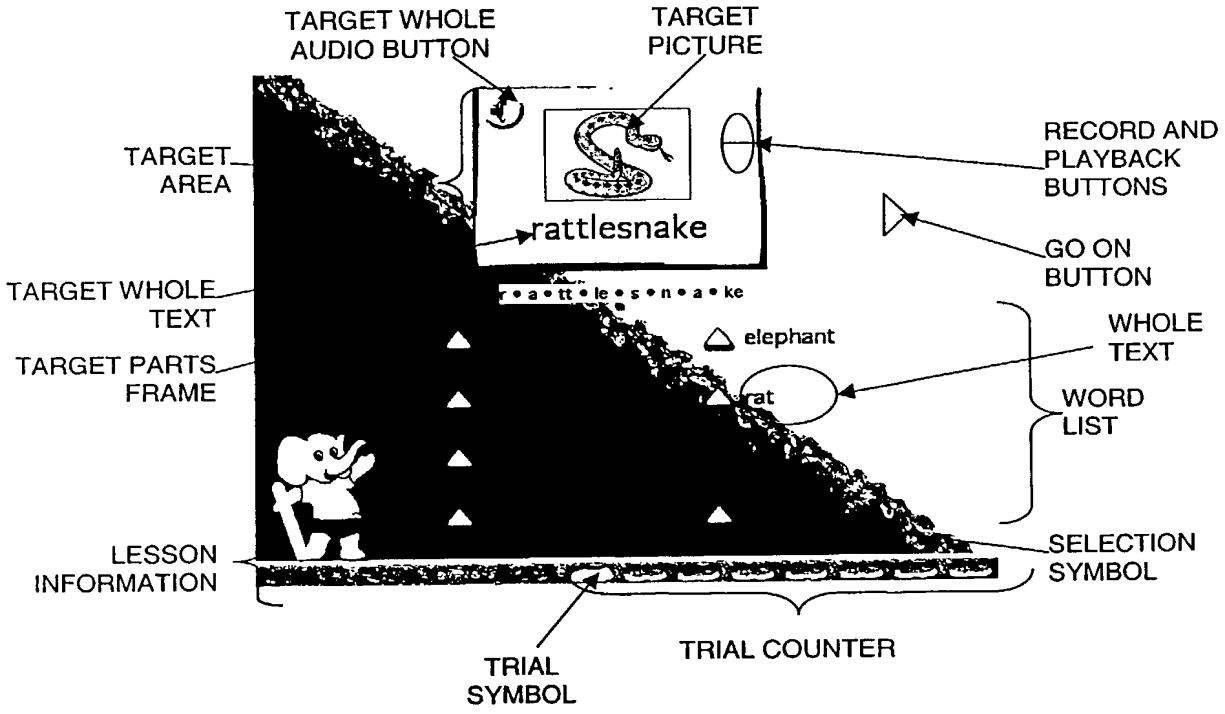

TARGET WHOLE AUDIO BUTTON
TARGET PICTURE
TARGET AREA
RECORD AND PLAYBACK BUTTONS
rattlesnake
GO ON BUTTON
TARGET WHOLE TEXT
r • a • tt • le • s • n • a • ke
elephant
WHOLE TEXT
TARGET PARTS FRAME
rat
WORD LIST
LESSON INFORMATION
SELECTION SYMBOL
TRIAL SYMBOL
TRIAL COUNTER

Figure 4.8

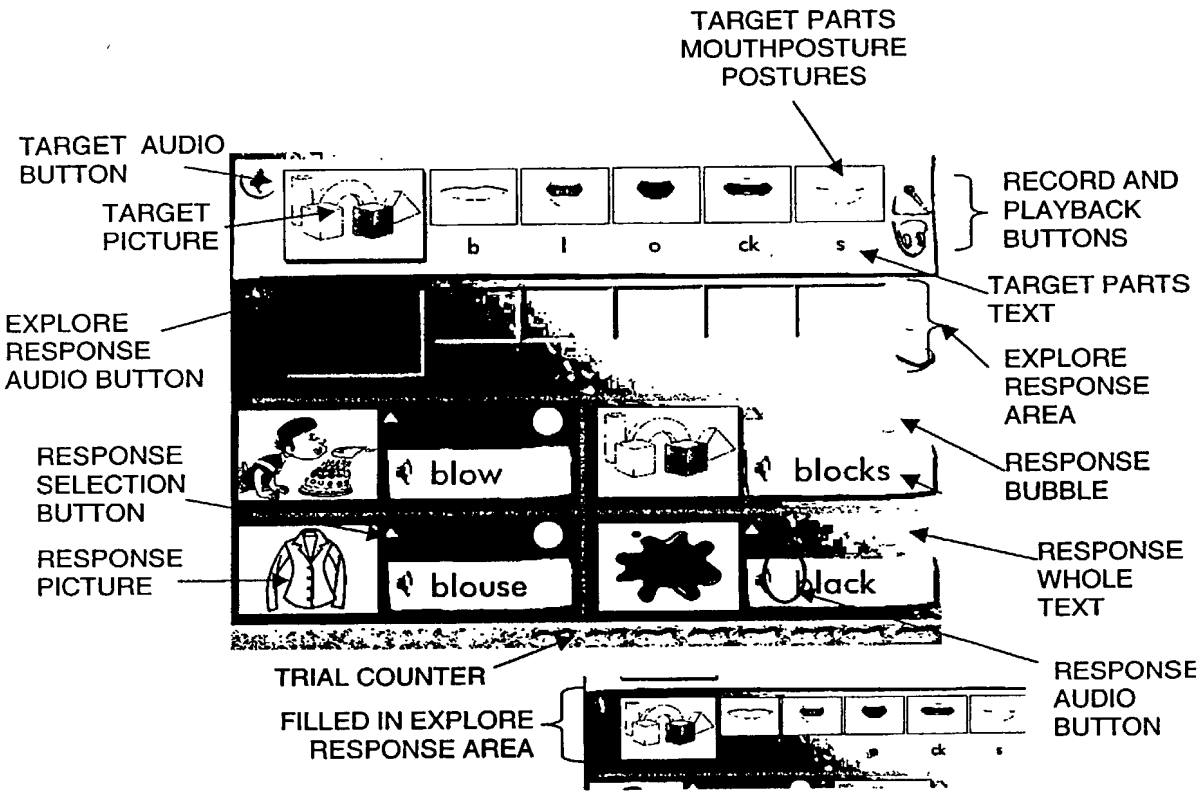

TARGET PARTS
MOUTHPOSTURE
POSTURES
TARGET AUDIO
BUTTON
TARGET
PICTURE
b
l
o
ck
s
RECORD AND
PLAYBACK
BUTTONS
TARGET PARTS
TEXT
EXPLORE
RESPONSE
AUDIO BUTTON
EXPLORE
RESPONSE
AREA
RESPONSE
SELECTION
BUTTON
blow
blocks
RESPONSE
BUBBLE
RESPONSE
PICTURE
blouse
black
RESPONSE
WHOLE
TEXT
TRIAL COUNTER
RESPONSE
AUDIO
BUTTON
FILLED IN EXPLORE
RESPONSE AREA

Figure 4.9

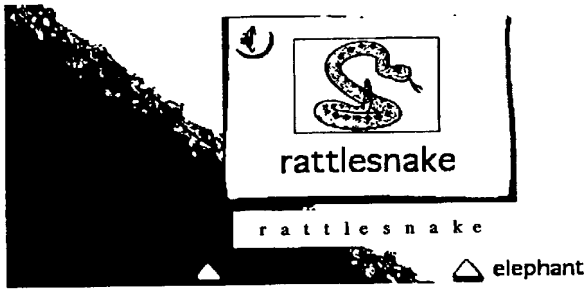


Figure 4.10

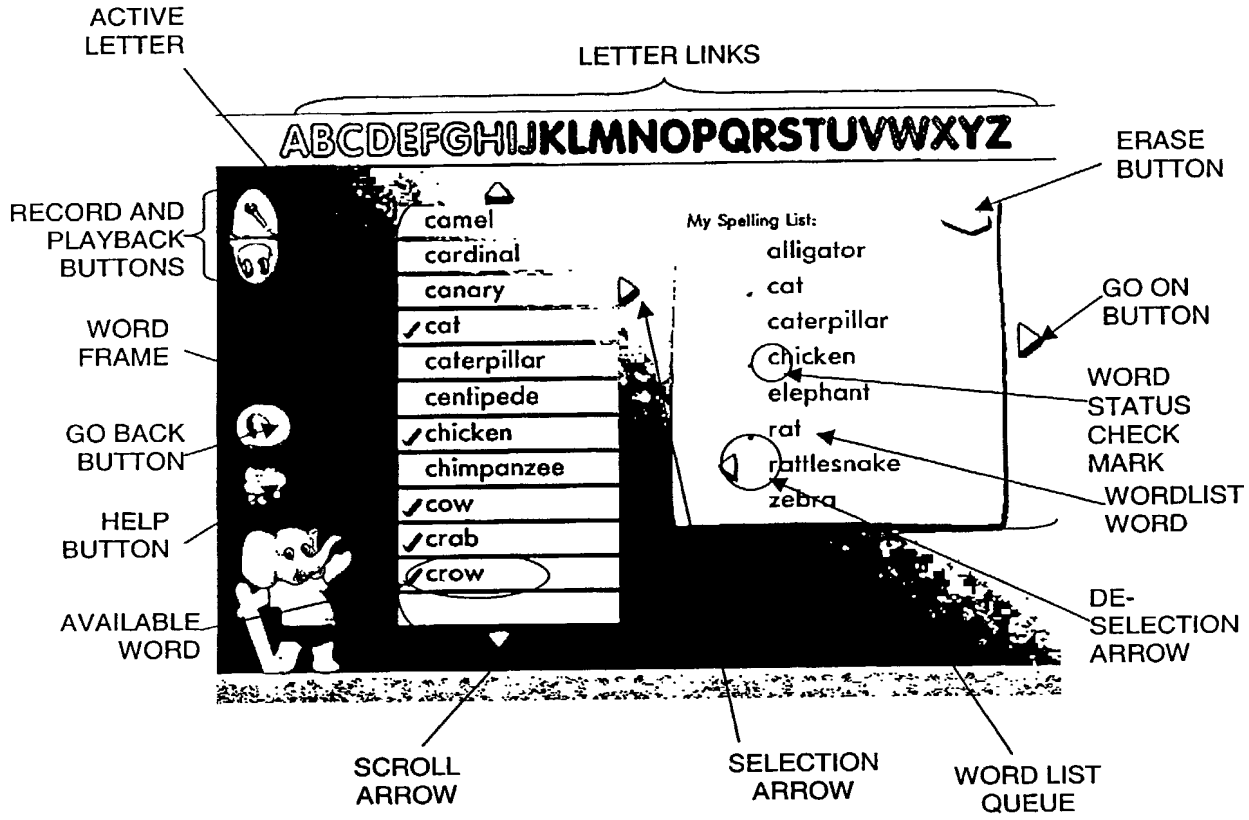

ACTIVE LETTER
LETTER LINKS
ABCDEFGHIJKLMNOPQRSTUVWXYZ
ERASE BUTTON
RECORD AND PLAYBACK BUTTONS
WORD FRAME
GO BACK BUTTON
HELP BUTTON
AVAILABLE WORD
camel
cardinal
canary
cat
caterpillar
centipede
chicken
chimpanzee
cow
crab
crow
My Spelling List:
alligator
cat
caterpillar
chicken
elephant
rat
rattlesnake
zebra
GO ON BUTTON
WORD STATUS CHECK MARK
WORDLIST WORD
DE-SELECTION ARROW
SCROLL ARROW
SELECTION ARROW
WORD LIST QUEUE

Figure 4.11

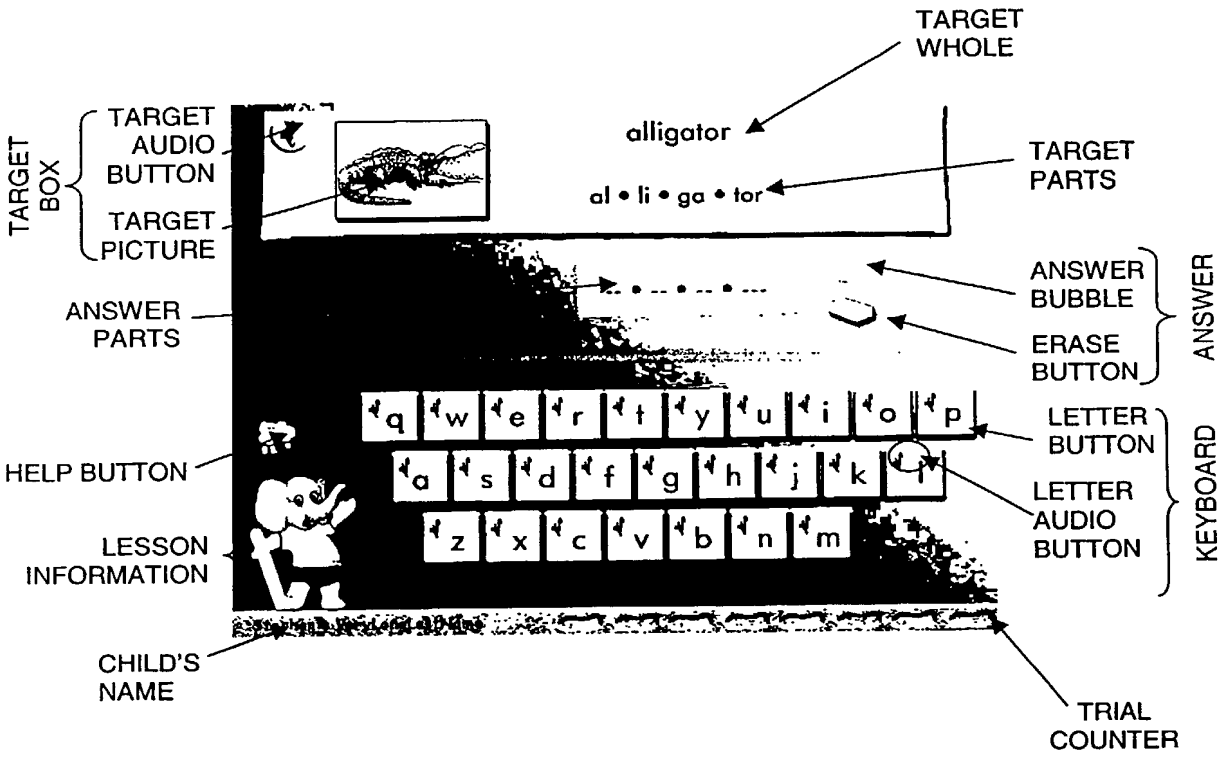

TARGET WHOLE
alligator
al • li • ga • tor
TARGET PARTS
TARGET BOX
TARGET AUDIO BUTTON
TARGET PICTURE
ANSWER PARTS
ANSWER BUBBLE
ERASE BUTTON
ANSWER
q w e r t y u i o p
a s d f g h j k l
z x c v b n m
LETTER BUTTON
LETTER AUDIO BUTTON
KEYBOARD
HELP BUTTON
LESSON INFORMATION
CHILD'S NAME
TRIAL COUNTER

Figure 4.12

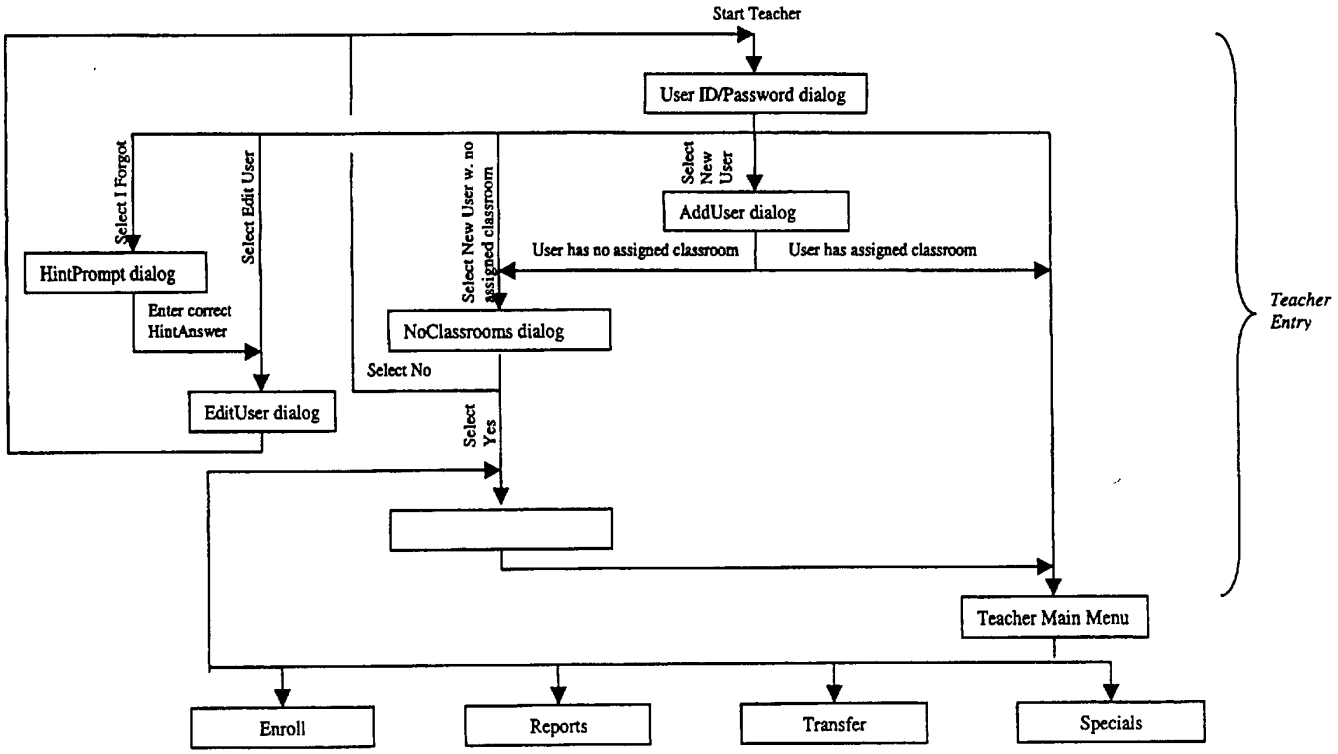

Start Teacher
User ID/Password dialog
Select I Forgot
Select Edit User
Select New User w. no assigned classroom
Select New User
AddUser dialog
User has no assigned classroom
User has assigned classroom
HintPrompt dialog
Enter correct HintAnswer
NoClassrooms dialog
Select No
EditUser dialog
Select Yes
Teacher Main Menu
Enroll
Reports
Transfer
Specials
Teacher Entry

Figure 5.1

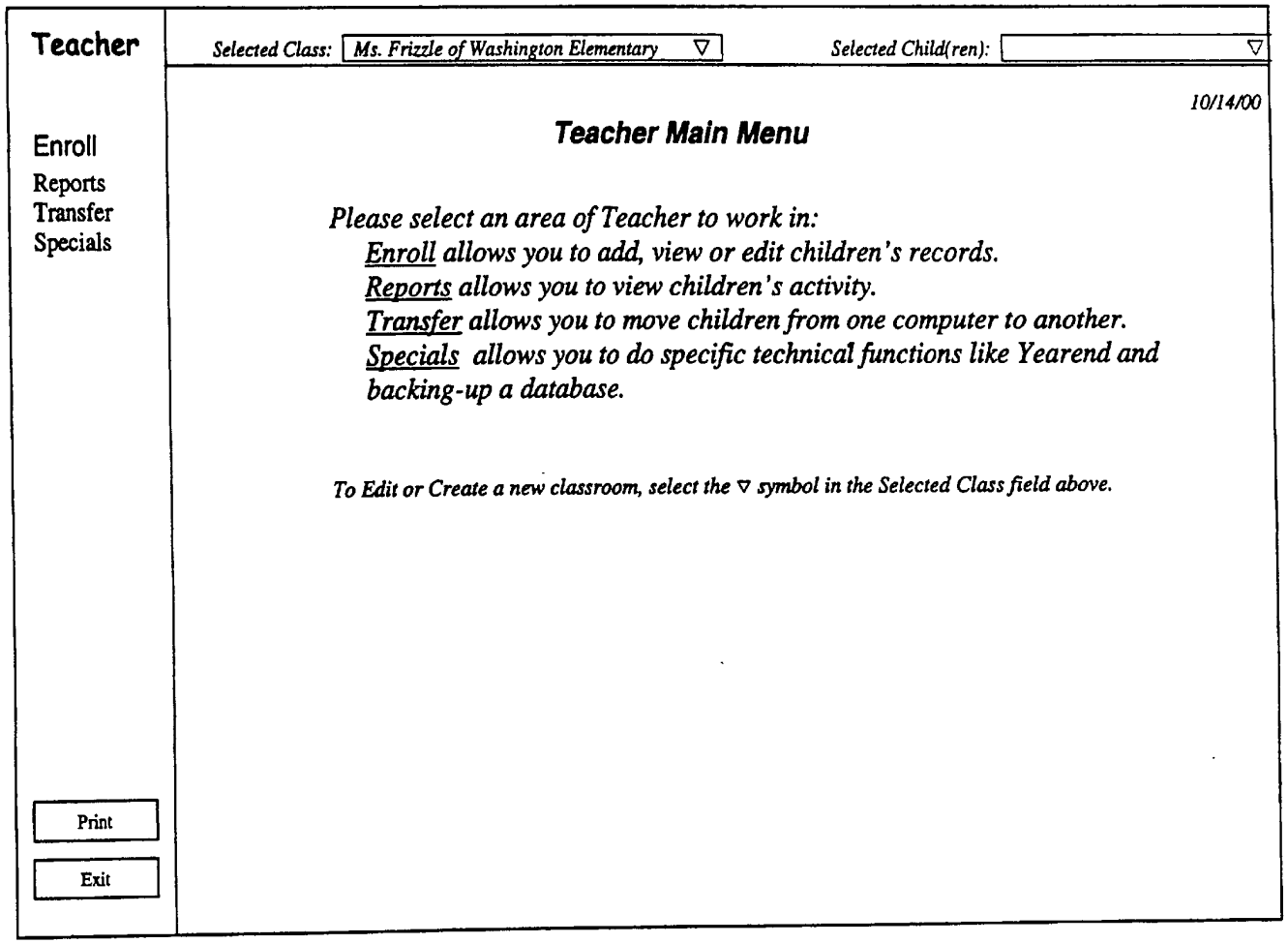

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren):
10/14/00
Teacher Main Menu
Enroll
Reports
Transfer
Specials
Please select an area of Teacher to work in:
Enroll allows you to add, view or edit children's records.
Reports allows you to view children's activity.
Transfer allows you to move children from one computer to another.
Specials allows you to do specific technical functions like Yearend and backing-up a database.
To Edit or Create a new classroom, select the ▽ symbol in the Selected Class field above.
Print
Exit

Figure 5.2

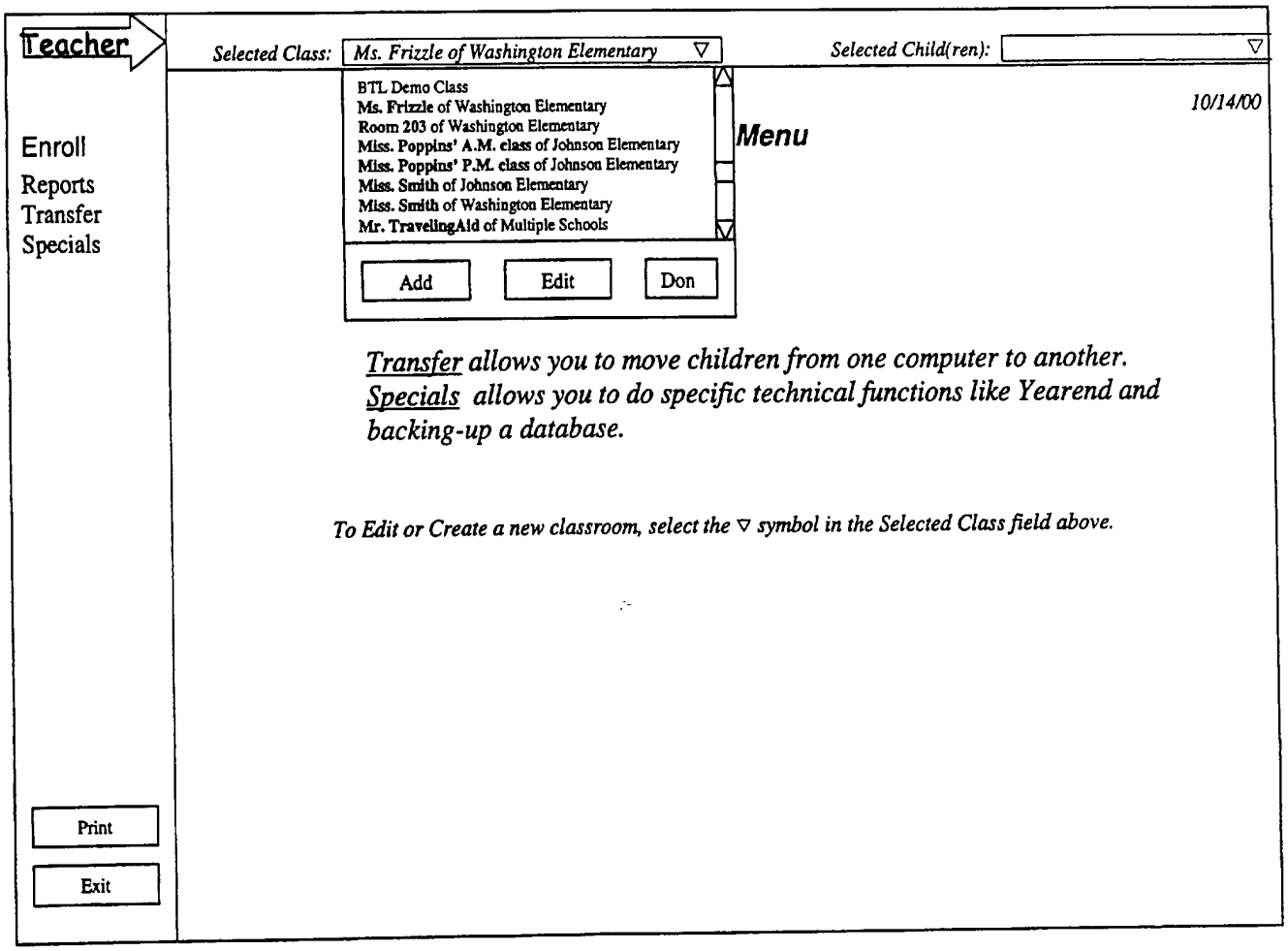

Teacher
Selected Class:
Ms. Frizzle of Washington Elementary
Selected Child(ren):
BTL Demo Class
Ms. Frizzle of Washington Elementary
Room 203 of Washington Elementary
Miss. Poppins' A.M. class of Johnson Elementary
Miss. Poppins' P.M. class of Johnson Elementary
Miss. Smith of Johnson Elementary
Miss. Smith of Washington Elementary
Mr. TravelingAid of Multiple Schools
Add
Edit
Don
10/14/00
Menu
Enroll
Reports
Transfer
Specials
Transfer allows you to move children from one computer to another.
Specials allows you to do specific technical functions like Yearend and backing-up a database.
To Edit or Create a new classroom, select the ▽ symbol in the Selected Class field above.
Print
Exit

Figure 5.3

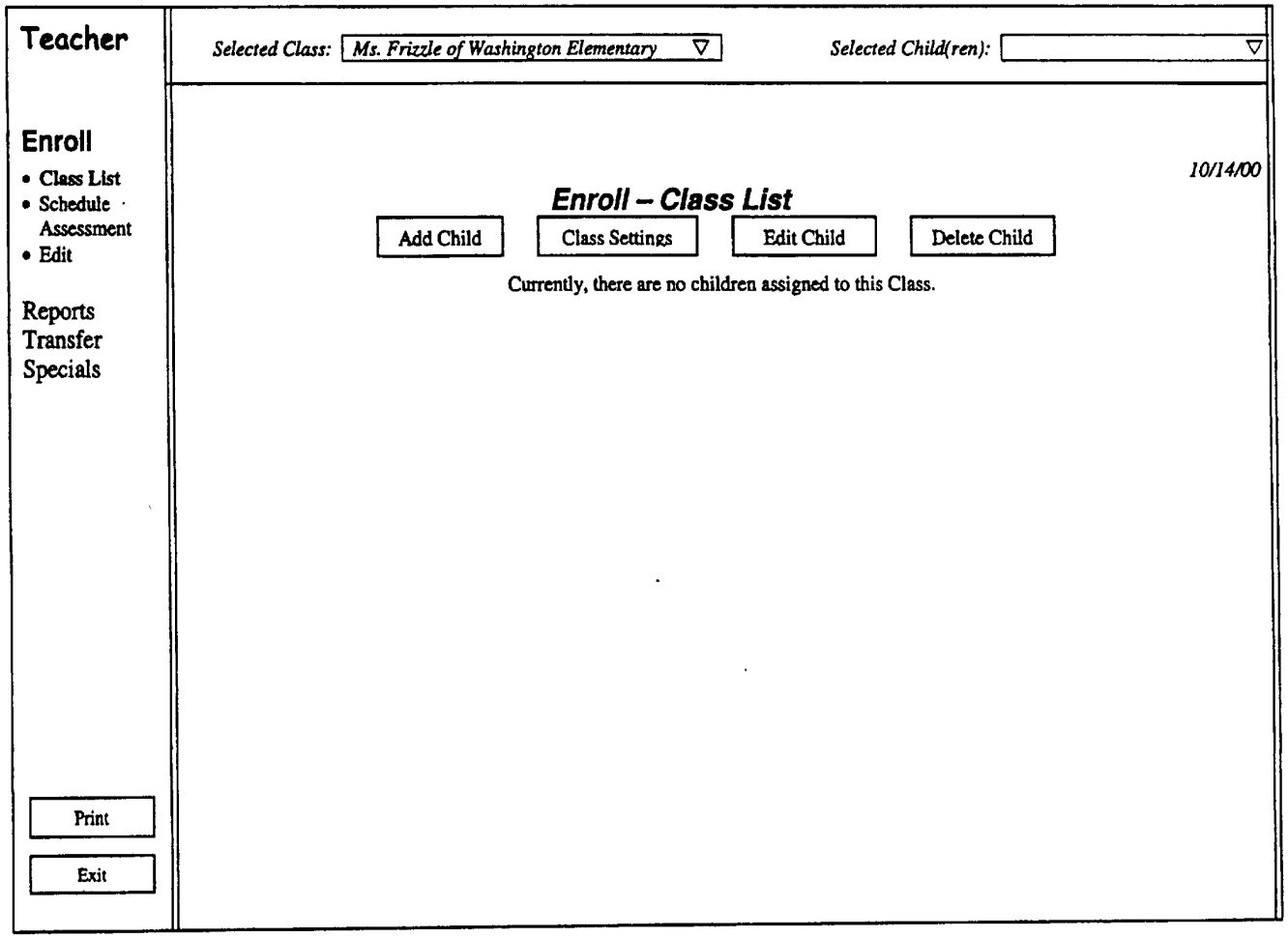

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren):
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
10/14/00
Enroll – Class List
Add Child
Class Settings
Edit Child
Delete Child
Currently, there are no children assigned to this Class.
Print
Exit

Figure 5.4

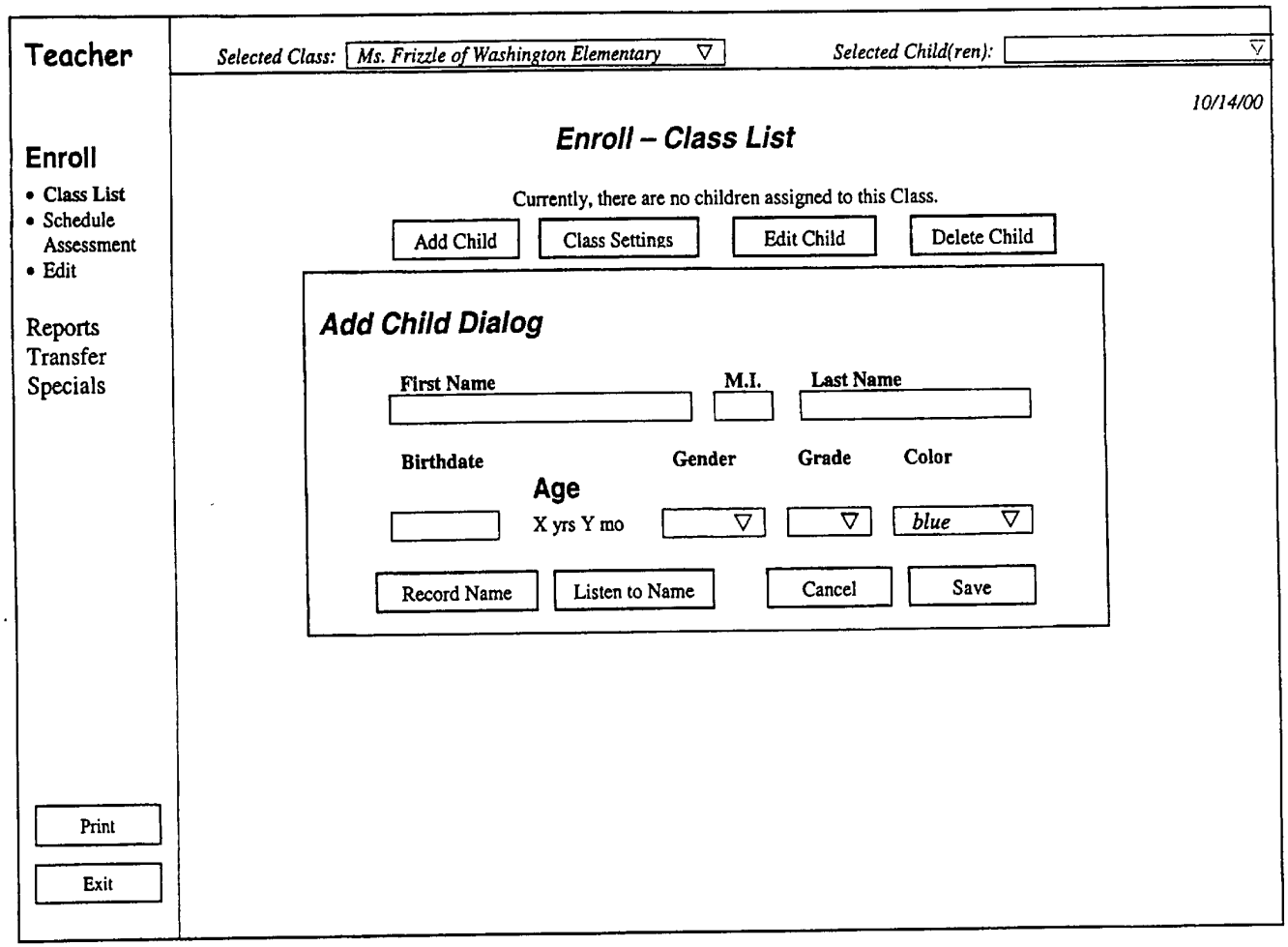

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren):
10/14/00
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
Enroll – Class List
Currently, there are no children assigned to this Class.
Add Child
Class Settings
Edit Child
Delete Child
Add Child Dialog
First Name
M.I.
Last Name
Birthdate
Age
X yrs Y mo
Gender
Grade
Color
blue
Record Name
Listen to Name
Cancel
Save
Print
Exit

Figure 5.5

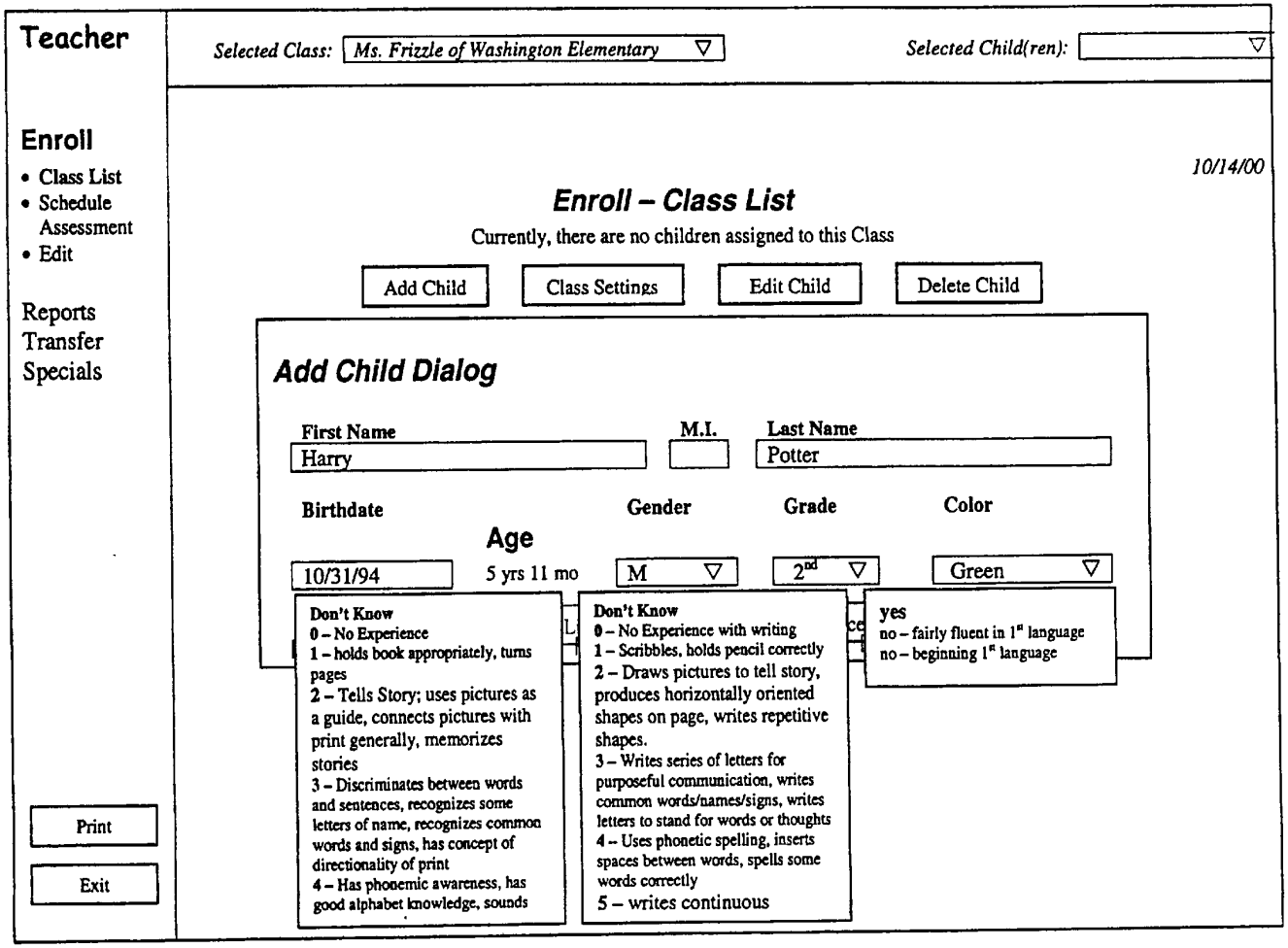

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren):
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
10/14/00
Enroll – Class List
Currently, there are no children assigned to this Class
Add Child
Class Settings
Edit Child
Delete Child
Add Child Dialog
First Name
Harry
M.I.
Last Name
Potter
Birthdate
Age
Gender
Grade
Color
10/31/94
5 yrs 11 mo
M
2nd
Green
Don't Know
0 – No Experience
1 – holds book appropriately, turns pages
2 – Tells Story; uses pictures as a guide, connects pictures with print generally, memorizes stories
3 – Discriminates between words and sentences, recognizes some letters of name, recognizes common words and signs, has concept of directionality of print
4 – Has phonemic awareness, has good alphabet knowledge, sounds
Don't Know
0 – No Experience with writing
1 – Scribbles, holds pencil correctly
2 – Draws pictures to tell story, produces horizontally oriented shapes on page, writes repetitive shapes.
3 – Writes series of letters for purposeful communication, writes common words/names/signs, writes letters to stand for words or thoughts
4 – Uses phonetic spelling, inserts spaces between words, spells some words correctly
5 – writes continuous
yes
no – fairly fluent in 1st language
no – beginning 1st language
Print
Exit

Figure 5.6

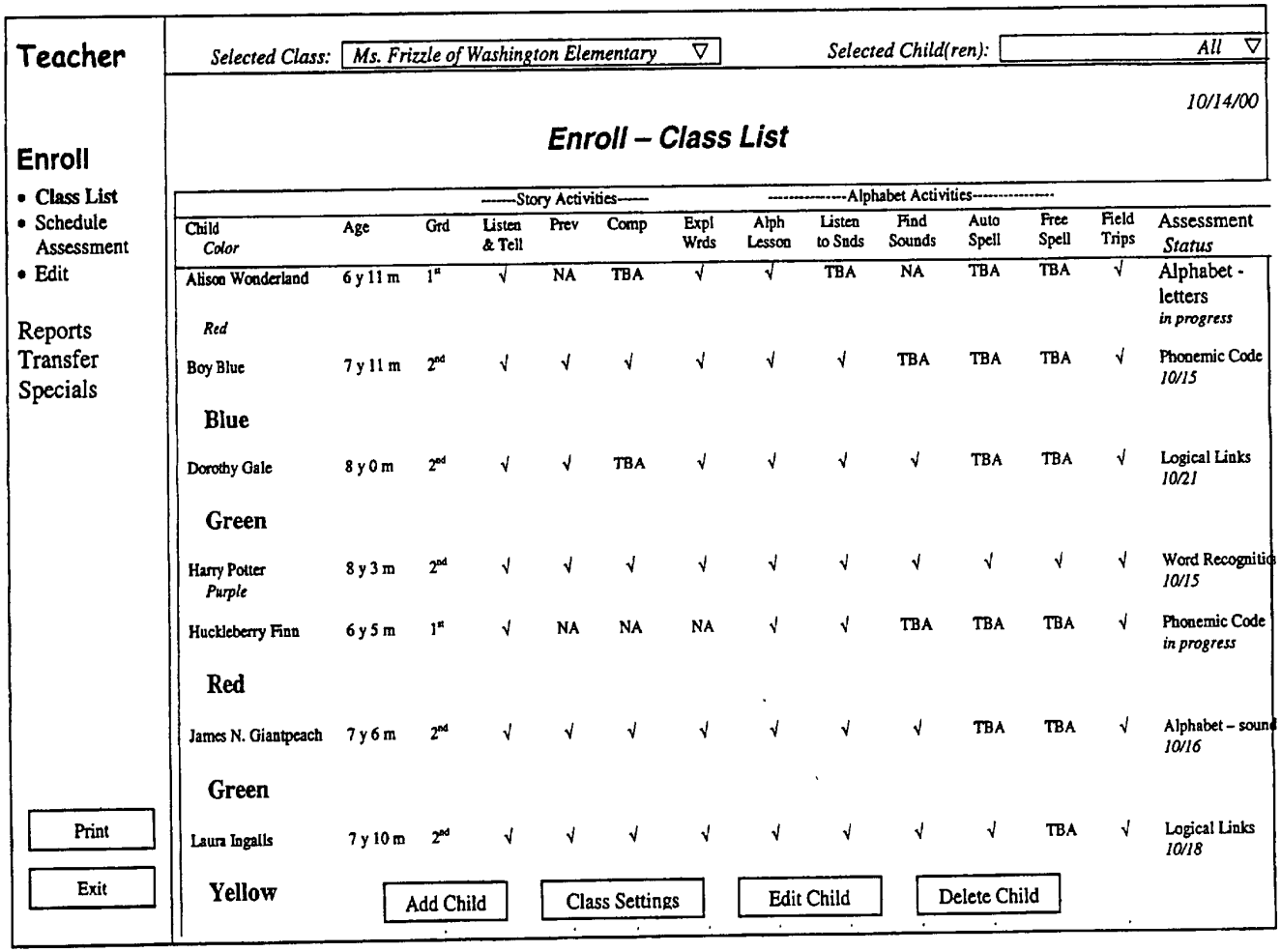

Teacher
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
10/14/00
Enroll – Class List
Story Activities
Alphabet Activities
Child Color | Age | Grd | Listen & Tell | Prev | Comp | Expl Wrds | Alph Lesson | Listen to Snds | Find Sounds | Auto Spell | Free Spell | Field Trips | Assessment Status
Alison Wonderland | 6 y 11 m | 1st | √ | NA | TBA | √ | √ | TBA | NA | TBA | TBA | √ | Alphabet - letters in progress
Red
Boy Blue | 7 y 11 m | 2nd | √ | √ | √ | √ | √ | √ | TBA | TBA | TBA | √ | Phonemic Code 10/15
Blue
Dorothy Gale | 8 y 0 m | 2nd | √ | √ | TBA | √ | √ | √ | √ | TBA | TBA | √ | Logical Links 10/21
Green
Harry Potter | 8 y 3 m | 2nd | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Word Recognitio 10/15
Purple
Huckleberry Finn | 6 y 5 m | 1st | √ | NA | NA | NA | √ | √ | TBA | TBA | TBA | √ | Phonemic Code in progress
Red
James N. Giantpeach | 7 y 6 m | 2nd | √ | √ | √ | √ | √ | √ | √ | TBA | TBA | √ | Alphabet – sound 10/16
Green
Laura Ingalls | 7 y 10 m | 2nd | √ | √ | √ | √ | √ | √ | √ | √ | TBA | √ | Logical Links 10/18
Yellow
Add Child
Class Settings
Edit Child
Delete Child

Figure 5.7

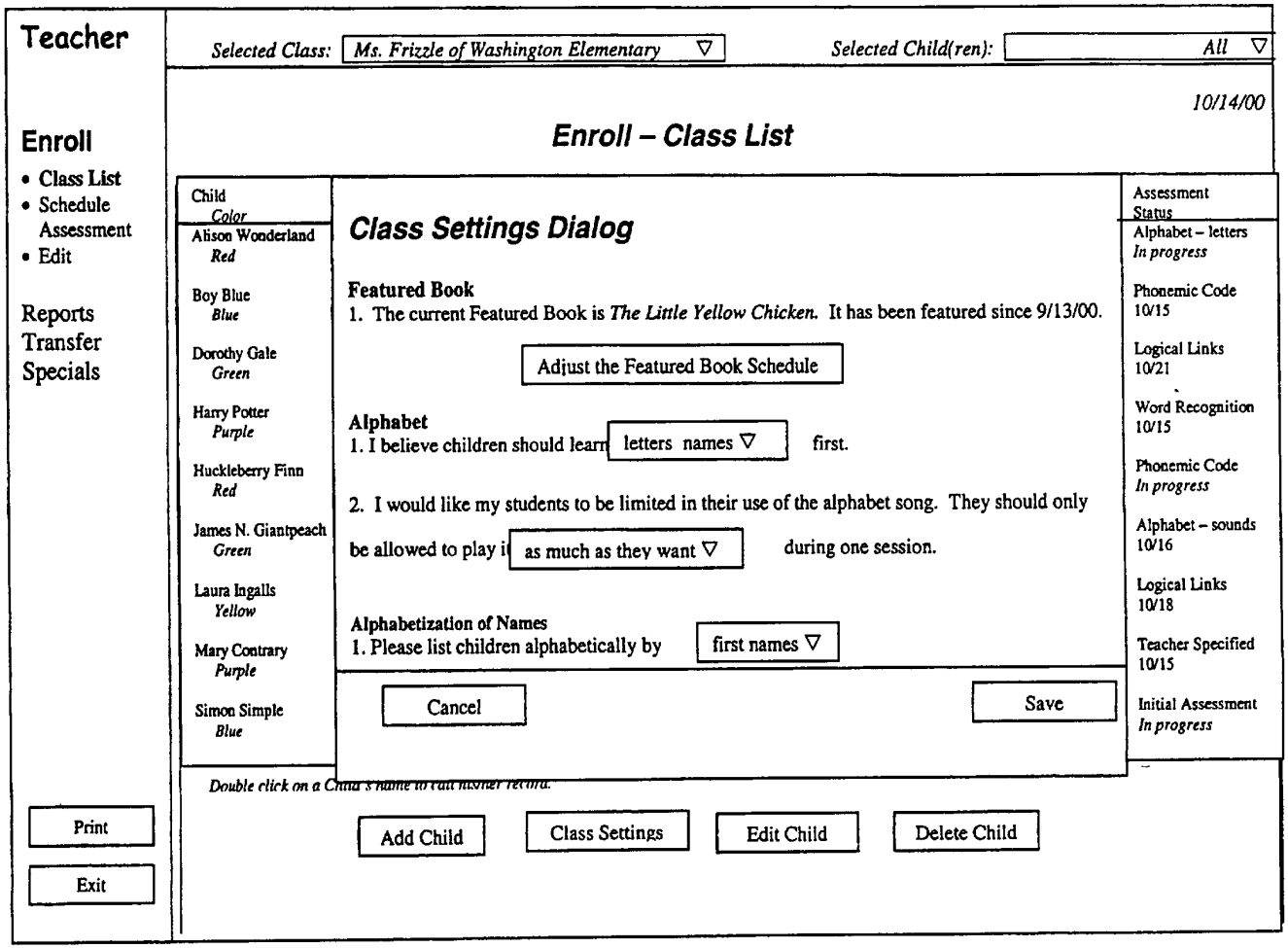

Teacher
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
10/14/00
Enroll – Class List
Child
Color
Alison Wonderland
Red
Boy Blue
Blue
Dorothy Gale
Green
Harry Potter
Purple
Huckleberry Finn
Red
James N. Giantpeach
Green
Laura Ingalls
Yellow
Mary Contrary
Purple
Simon Simple
Blue
Class Settings Dialog
Featured Book
1. The current Featured Book is The Little Yellow Chicken. It has been featured since 9/13/00.
Adjust the Featured Book Schedule
Alphabet
1. I believe children should learn letters names first.
2. I would like my students to be limited in their use of the alphabet song. They should only be allowed to play it as much as they want during one session.
Alphabetization of Names
1. Please list children alphabetically by first names
Cancel
Save
Assessment
Status
Alphabet – letters
In progress
Phonemic Code
10/15
Logical Links
10/21
Word Recognition
10/15
Phonemic Code
In progress
Alphabet – sounds
10/16
Logical Links
10/18
Teacher Specified
10/15
Initial Assessment
In progress
Double click on a Child's name to edit his/her record.
Add Child
Class Settings
Edit Child
Delete Child

Figure 5.8

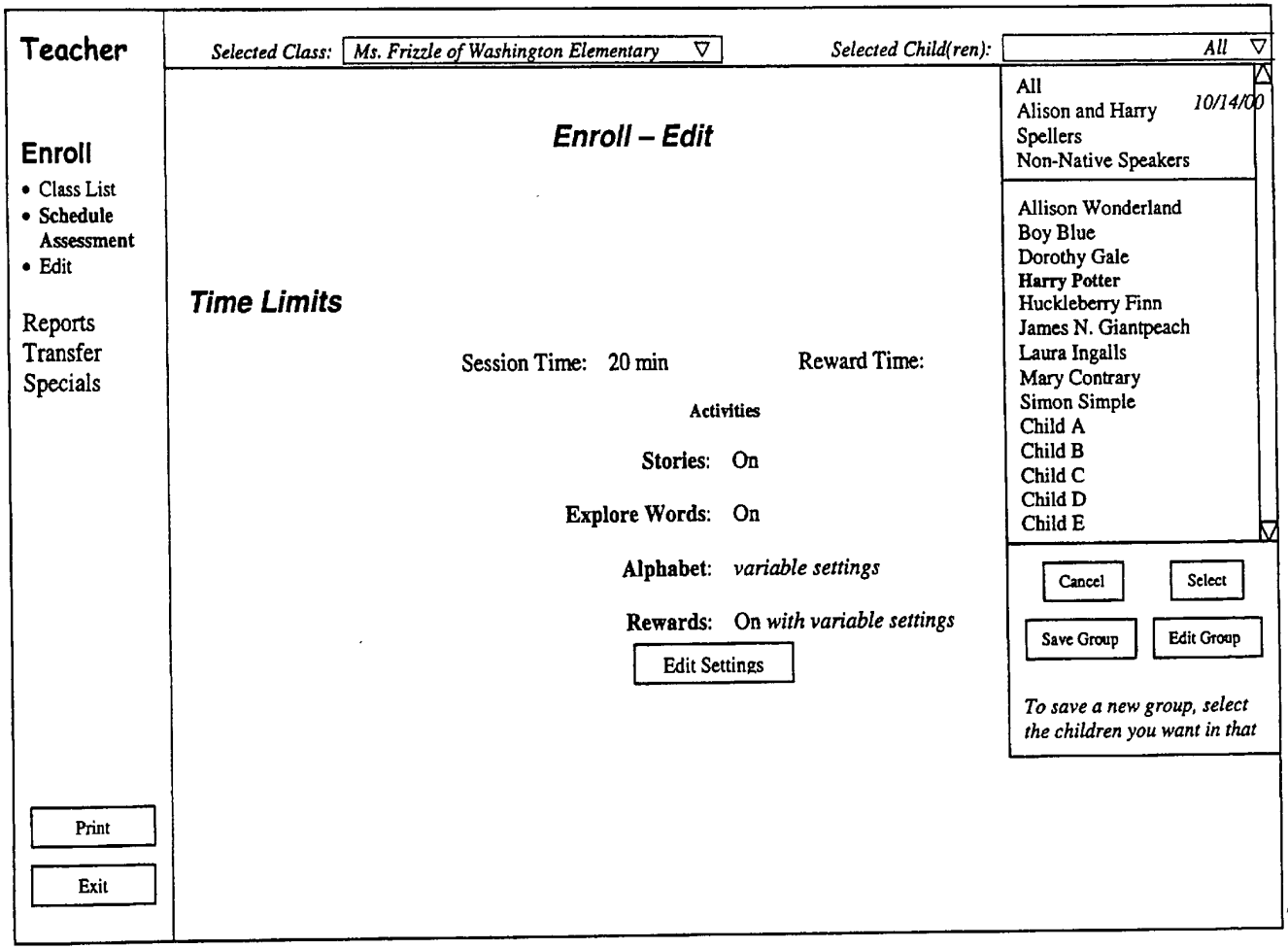

Teacher
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
Enroll – Edit
Time Limits
Session Time: 20 min
Reward Time:
Activities
Stories: On
Explore Words: On
Alphabet: variable settings
Rewards: On with variable settings
Edit Settings
All
Alison and Harry
Spellers
Non-Native Speakers
10/14/00
Allison Wonderland
Boy Blue
Dorothy Gale
Harry Potter
Huckleberry Finn
James N. Giantpeach
Laura Ingalls
Mary Contrary
Simon Simple
Child A
Child B
Child C
Child D
Child E
Cancel
Select
Save Group
Edit Group
To save a new group, select the children you want in that

Figure 5.9

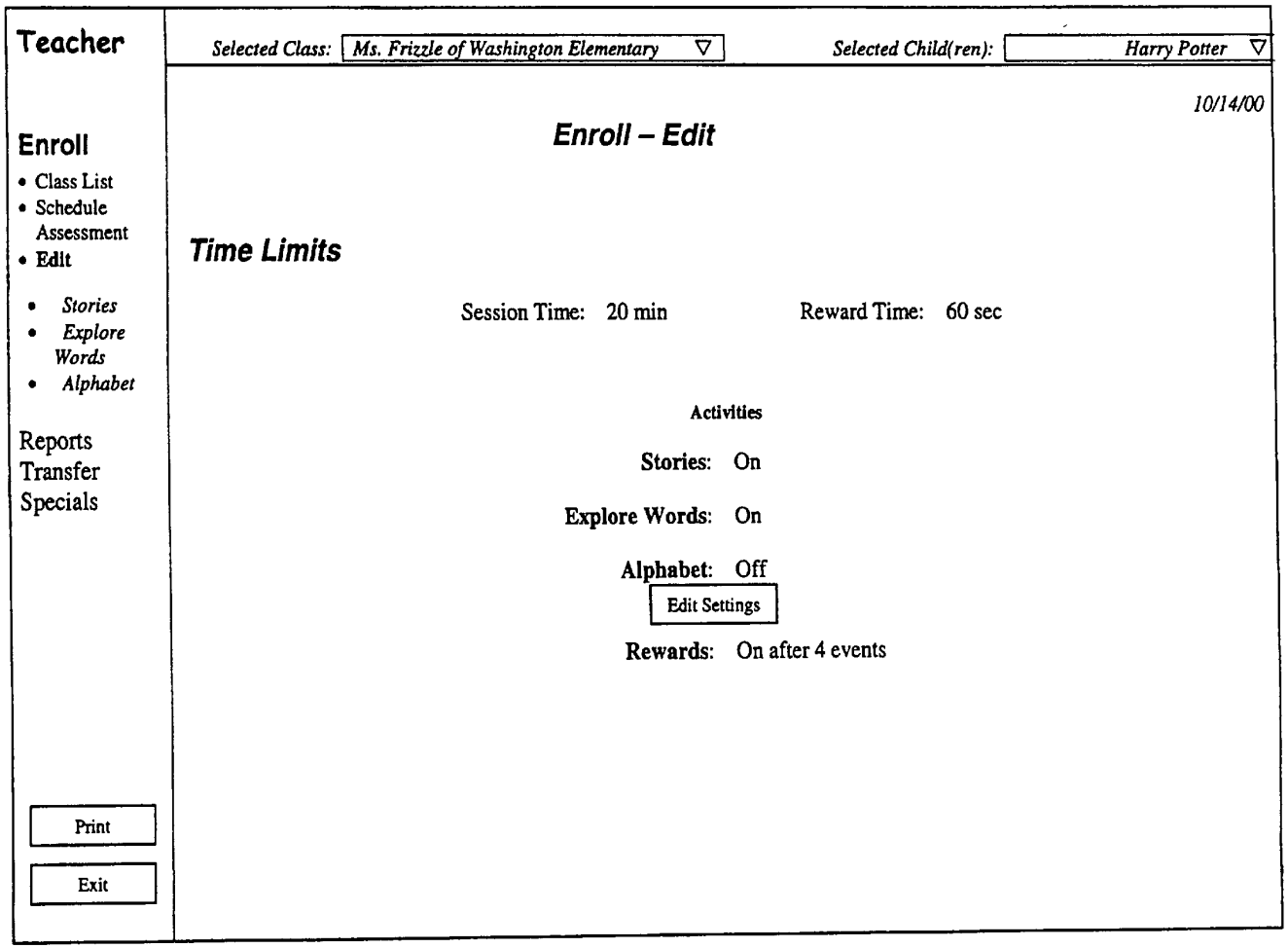

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Enroll
• Class List
• Schedule Assessment
• Edit
• Stories
• Explore Words
• Alphabet
Reports
Transfer
Specials
Enroll – Edit
Time Limits
Session Time: 20 min
Reward Time: 60 sec
Activities
Stories: On
Explore Words: On
Alphabet: Off
Edit Settings
Rewards: On after 4 events
Print
Exit

Figure 5.10

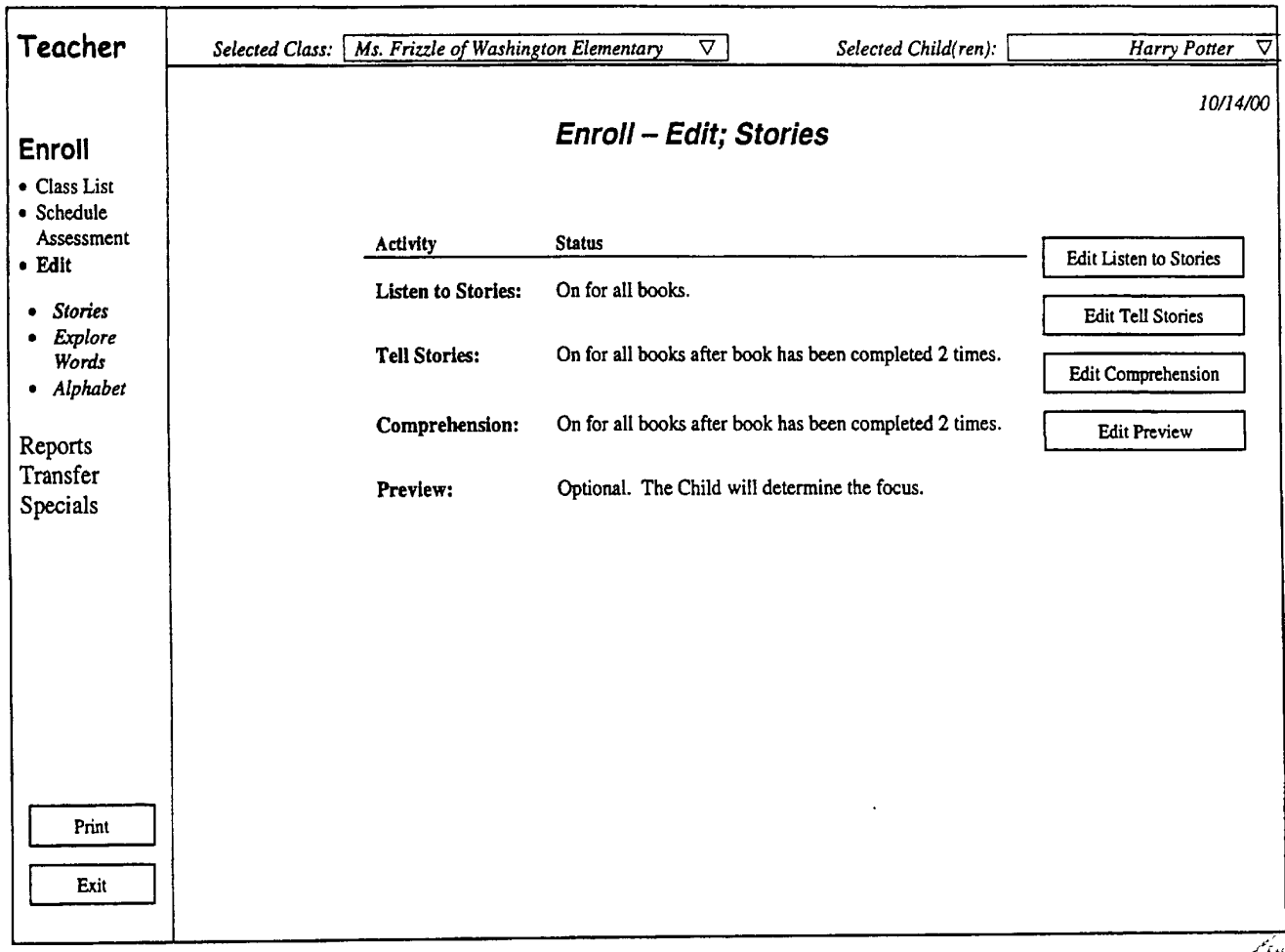

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Enroll – Edit; Stories
Enroll
• Class List
• Schedule Assessment
• Edit
• Stories
• Explore Words
• Alphabet
Reports
Transfer
Specials
Activity
Status
Listen to Stories:
On for all books.
Tell Stories:
On for all books after book has been completed 2 times.
Comprehension:
On for all books after book has been completed 2 times.
Preview:
Optional. The Child will determine the focus.
Edit Listen to Stories
Edit Tell Stories
Edit Comprehension
Edit Preview
Print
Exit

Figure 5.11

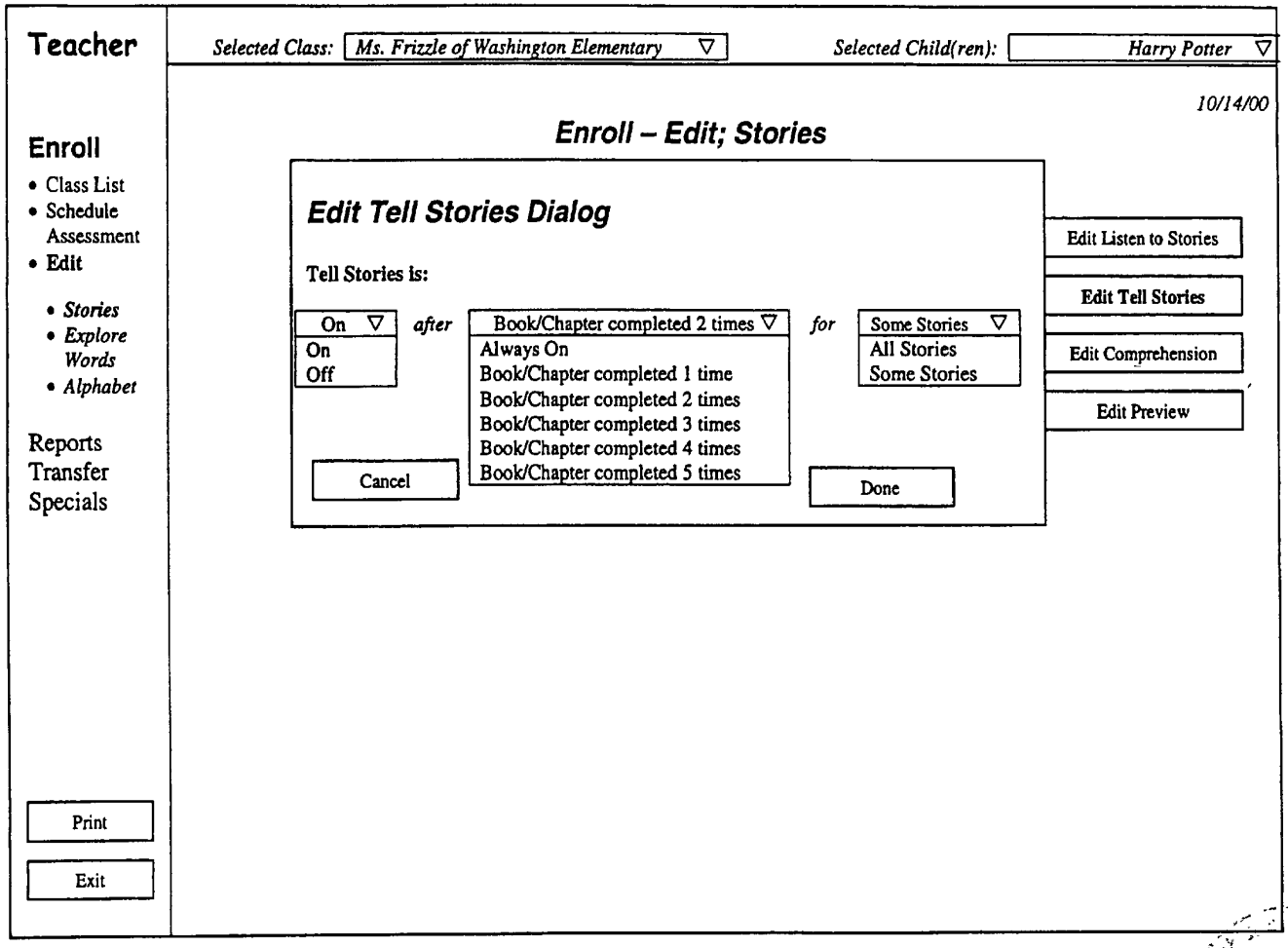

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Enroll
• Class List
• Schedule Assessment
• Edit
• Stories
• Explore Words
• Alphabet
Reports
Transfer
Specials
Print
Exit
Enroll – Edit; Stories
Edit Tell Stories Dialog
Tell Stories is:
On
after
Book/Chapter completed 2 times
for
Some Stories
On
Off
Always On
Book/Chapter completed 1 time
Book/Chapter completed 2 times
Book/Chapter completed 3 times
Book/Chapter completed 4 times
Book/Chapter completed 5 times
All Stories
Some Stories
Cancel
Done
Edit Listen to Stories
Edit Tell Stories
Edit Comprehension
Edit Preview

Figure 5.12

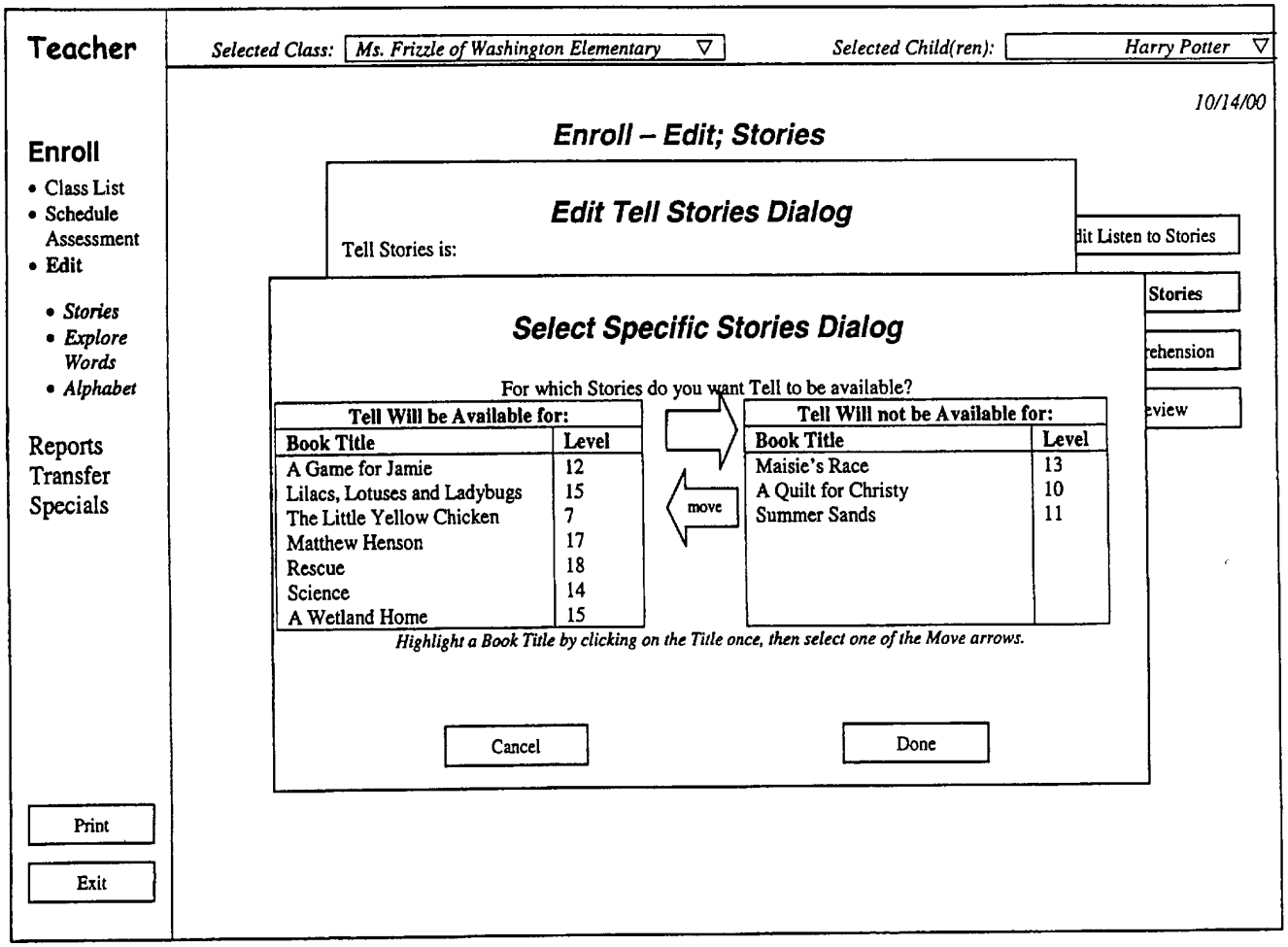

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Enroll
• Class List
• Schedule Assessment
• Edit
• Stories
• Explore Words
• Alphabet
Reports
Transfer
Specials
Print
Exit
Enroll – Edit; Stories
Edit Tell Stories Dialog
Tell Stories is:
dit Listen to Stories
Stories
ehension
eview
Select Specific Stories Dialog
For which Stories do you want Tell to be available?
Tell Will be Available for:
Book Title | Level
A Game for Jamie | 12
Lilacs, Lotuses and Ladybugs | 15
The Little Yellow Chicken | 7
Matthew Henson | 17
Rescue | 18
Science | 14
A Wetland Home | 15
move
Tell Will not be Available for:
Book Title | Level
Maisie's Race | 13
A Quilt for Christy | 10
Summer Sands | 11
Highlight a Book Title by clicking on the Title once, then select one of the Move arrows.
Cancel
Done

Figure 5.13

Teacher Flow Chart

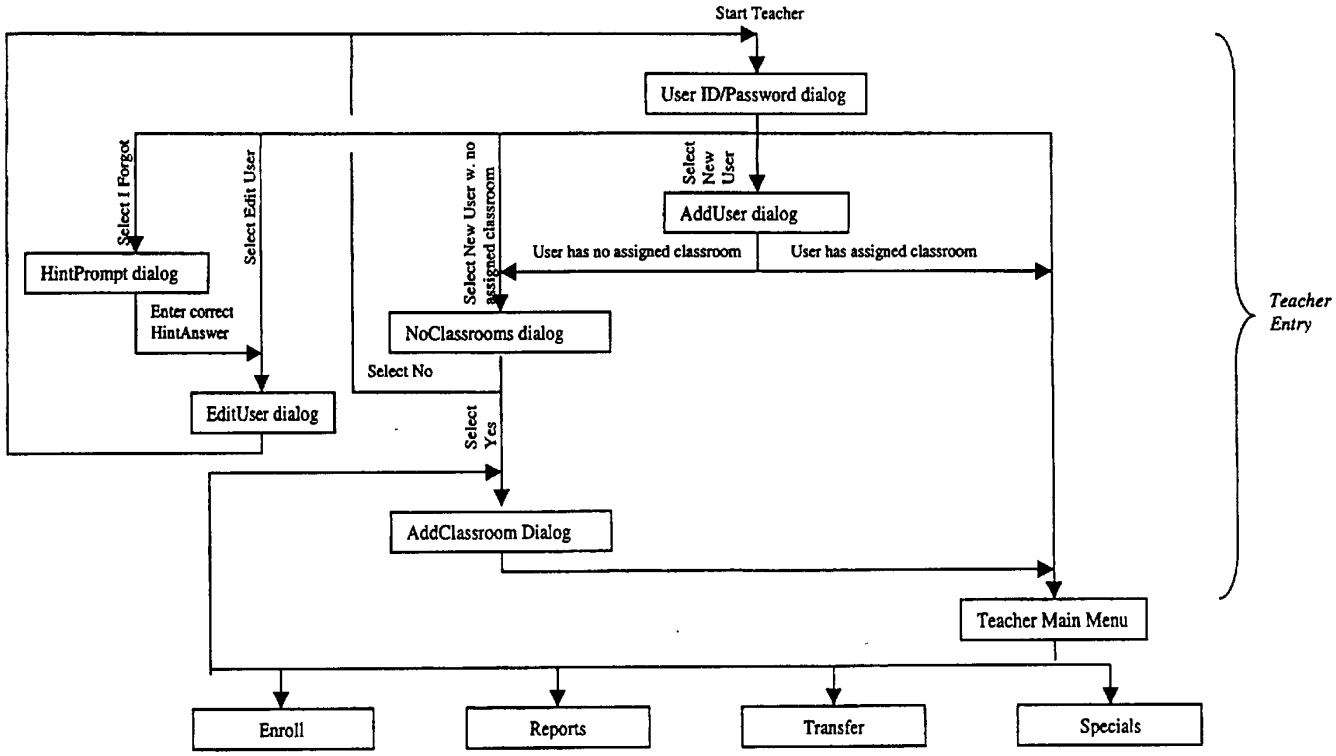


Figure 6.1

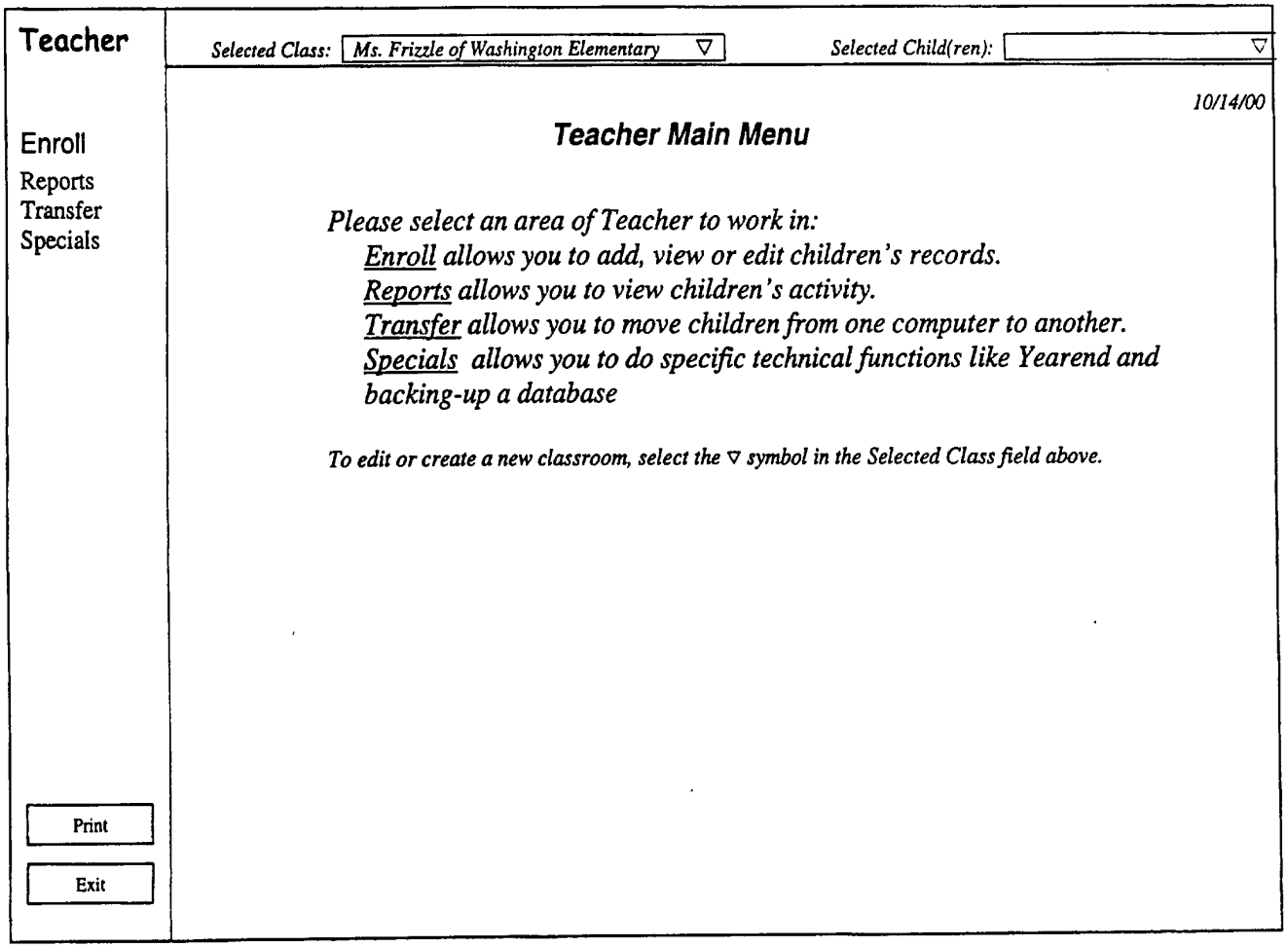

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren):
10/14/00
Teacher Main Menu
Enroll
Reports
Transfer
Specials
Please select an area of Teacher to work in:
Enroll allows you to add, view or edit children's records.
Reports allows you to view children's activity.
Transfer allows you to move children from one computer to another.
Specials allows you to do specific technical functions like Yearend and backing-up a database
To edit or create a new classroom, select the ▽ symbol in the Selected Class field above.
Print
Exit

Figure 6.2

Key:
⇨ indicates roll over data available (disappears after curser leaves spot)
≡ indicates a list is available
∀ indicates the table can be expanded to include more data
∧ indicates the table can be retracted to include less data

Teacher

Enroll

Reports
- **Updates**
- *History*
- Summary
- Parent Letter
- Stories
- Explore Words
- Alphabet
- Assessment

Transfer
Specials

School Rep.

Date Range

Print

Exit

Selected Class: *Ms. Frizzle of Washington Elementary* ▽ *Selected Child(ren):* *Harry Potter* ▽

10/14/00

Reports -- Updates

Click on an Update to address that update.

Child	Date	Update
Dorothy Gale	10/3/00	Suggested move in Explore Words Curriculum.
Dorothy Gale	10/10/00	Not Using Preview.
Harry Potter	10/6/00	Suggested move to Spelling Free Choice.

Figure 6.3

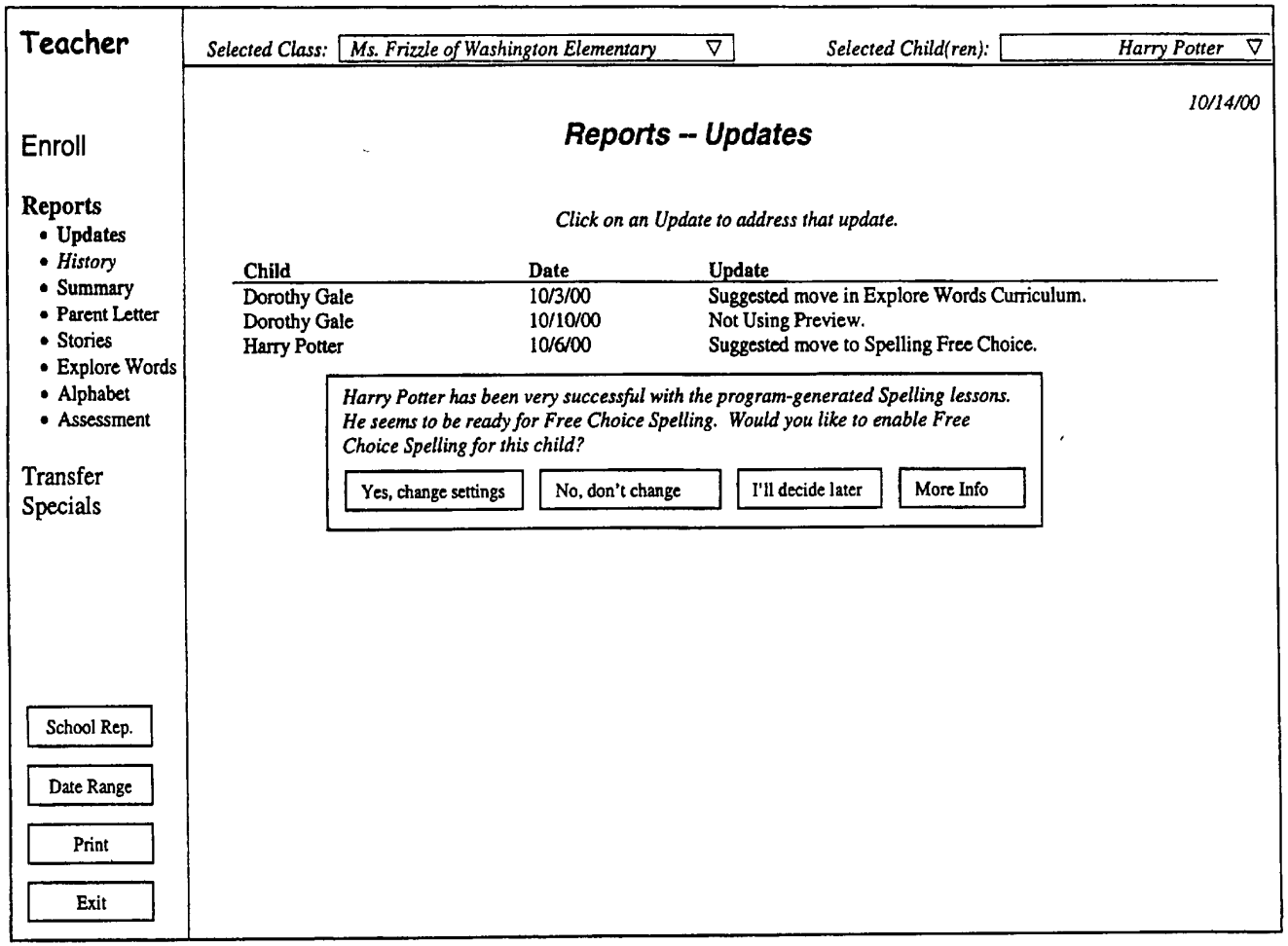

Teacher
Enroll
Reports
• Updates
• History
• Summary
• Parent Letter
• Stories
• Explore Words
• Alphabet
• Assessment
Transfer
Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Reports -- Updates
Click on an Update to address that update.
Child
Date
Update
Dorothy Gale
10/3/00
Suggested move in Explore Words Curriculum.
Dorothy Gale
10/10/00
Not Using Preview.
Harry Potter
10/6/00
Suggested move to Spelling Free Choice.
Harry Potter has been very successful with the program-generated Spelling lessons. He seems to be ready for Free Choice Spelling. Would you like to enable Free Choice Spelling for this child?
Yes, change settings
No, don't change
I'll decide later
More Info

Figure 6.4

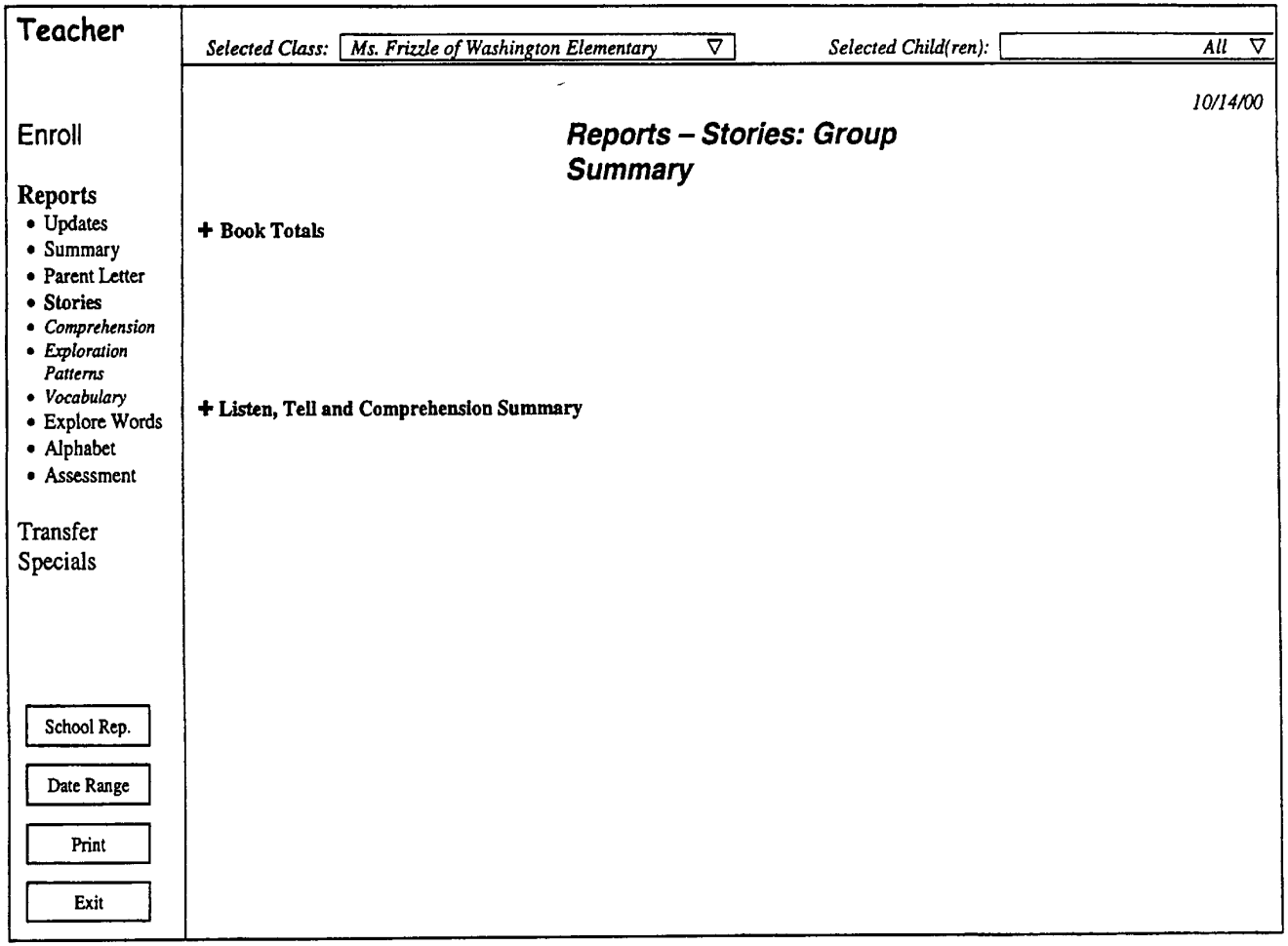

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer
Specials
10/14/00
Reports – Stories: Group Summary
+ Book Totals
+ Listen, Tell and Comprehension Summary
School Rep.
Date Range
Print
Exit

Figure 6.5

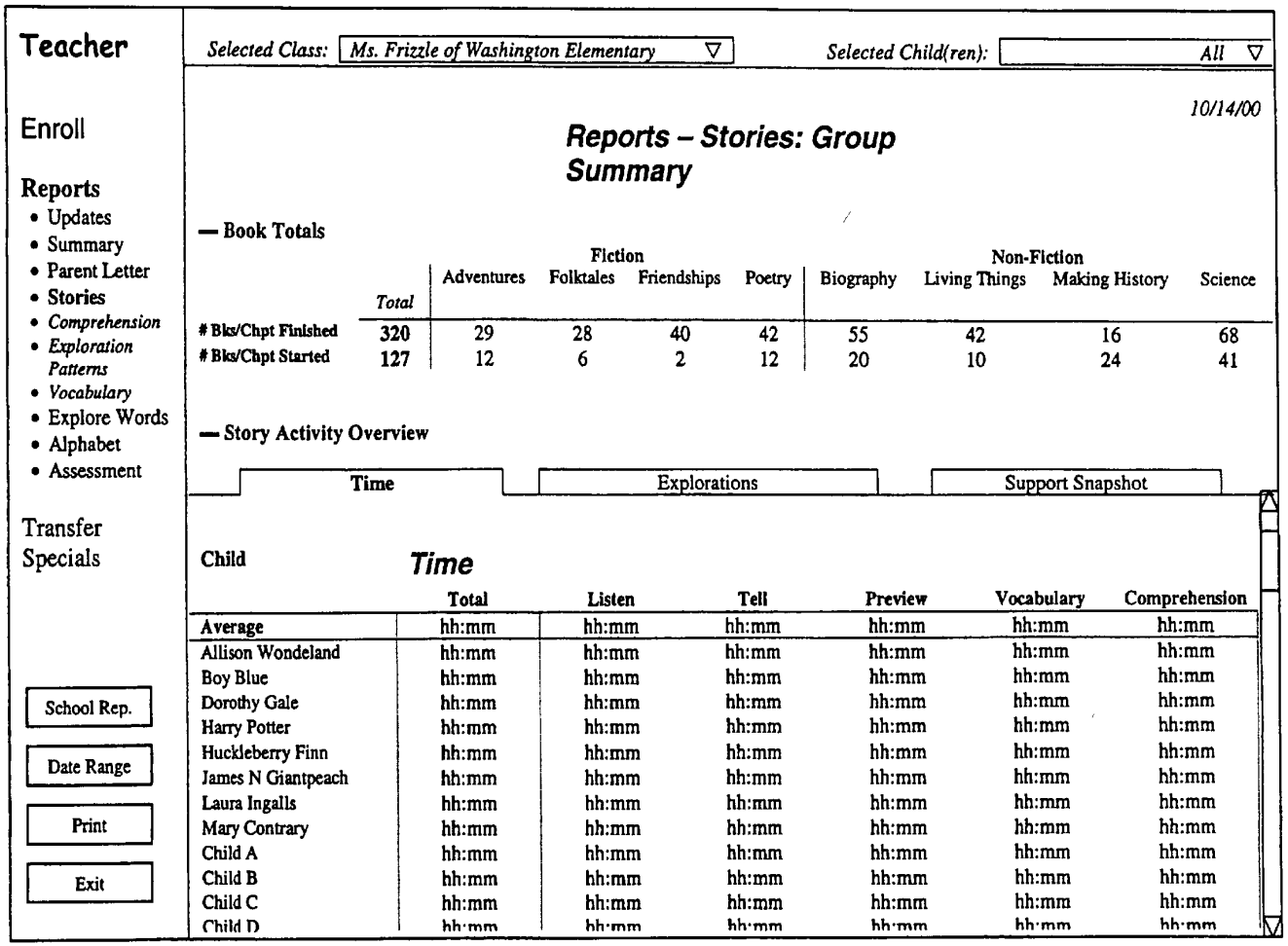

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
10/14/00
Reports – Stories: Group Summary
— Book Totals
Fiction
Non-Fiction
Total
Adventures
Folktales
Friendships
Poetry
Biography
Living Things
Making History
Science
Bks/Chpt Finished 320 29 28 40 42 55 42 16 68
Bks/Chpt Started 127 12 6 2 12 20 10 24 41
— Story Activity Overview
Time
Explorations
Support Snapshot
Child
Time
Total
Listen
Tell
Preview
Vocabulary
Comprehension
Average hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Allison Wondeland hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Boy Blue hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Dorothy Gale hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Harry Potter hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Huckleberry Finn hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
James N Giantpeach hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Laura Ingalls hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Mary Contrary hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Child A hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Child B hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Child C hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm
Child D hh:mm hh:mm hh:mm hh:mm hh:mm hh:mm

Figure 6.6

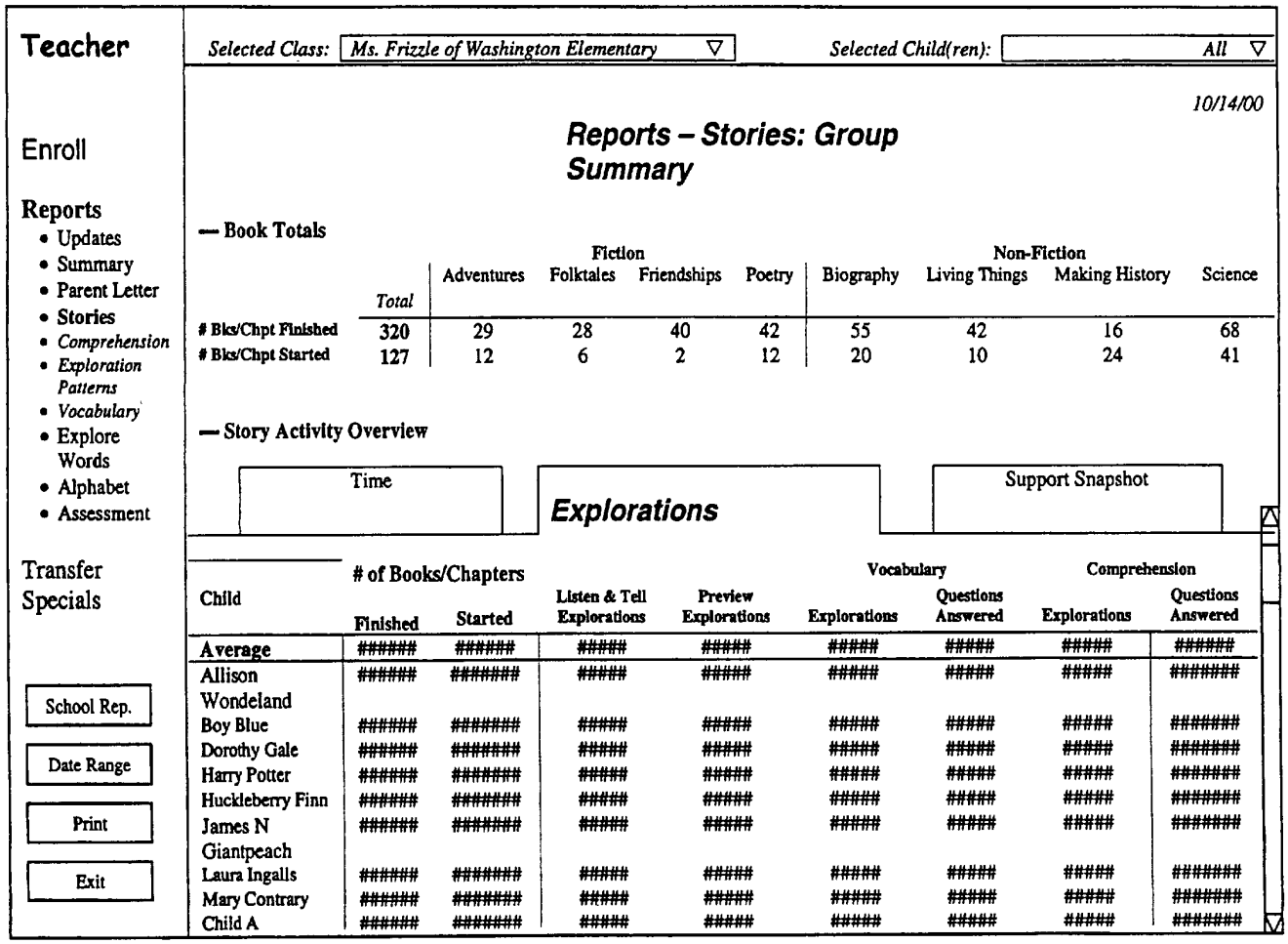
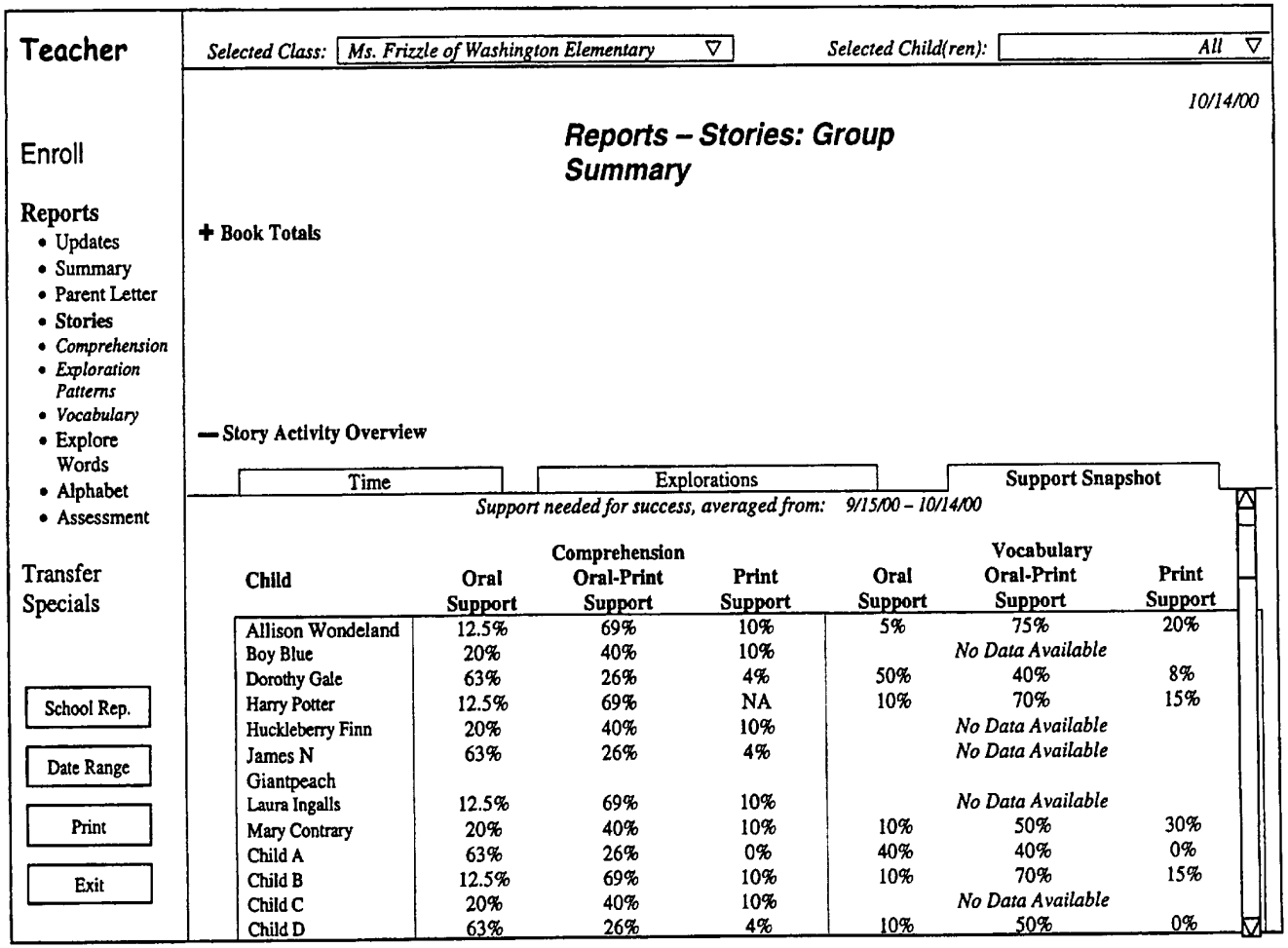

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
10/14/00
Reports – Stories: Group Summary
— Book Totals
Fiction
Non-Fiction
Total
Adventures
Folktales
Friendships
Poetry
Biography
Living Things
Making History
Science
Bks/Chpt Finished 320 29 28 40 42 55 42 16 68
Bks/Chpt Started 127 12 6 2 12 20 10 24 41
— Story Activity Overview
Time
Explorations
Support Snapshot
Child
# of Books/Chapters
Finished
Started
Vocabulary
Listen & Tell Explorations
Preview Explorations
Explorations
Questions Answered
Comprehension
Explorations
Questions Answered
Average ###### ###### ##### ##### ##### ##### ##### ######
Allison Wondeland ###### ###### ##### ##### ##### ##### ##### #######
Boy Blue ###### ###### ##### ##### ##### ##### ##### #######
Dorothy Gale ###### ###### ##### ##### ##### ##### ##### #######
Harry Potter ###### ###### ##### ##### ##### ##### ##### #######
Huckleberry Finn ###### ###### ##### ##### ##### ##### ##### #######
James N Giantpeach ###### ###### ##### ##### ##### ##### ##### #######
Laura Ingalls ###### ###### ##### ##### ##### ##### ##### #######
Mary Contrary ###### ###### ##### ##### ##### ##### ##### #######
Child A ###### ###### ##### ##### ##### ##### ##### #######

Figure 6.7



Child	Comprehension Oral Support	Comprehension Oral-Print Support	Comprehension Print Support	Vocabulary Oral Support	Vocabulary Oral-Print Support	Vocabulary Print Support
Allison Wondeland	12.5%	69%	10%	5%	75%	20%
Boy Blue	20%	40%	10%		*No Data Available*	
Dorothy Gale	63%	26%	4%	50%	40%	8%
Harry Potter	12.5%	69%	NA	10%	70%	15%
Huckleberry Finn	20%	40%	10%		*No Data Available*	
James N Giantpeach	63%	26%	4%		*No Data Available*	
Laura Ingalls	12.5%	69%	10%		*No Data Available*	
Mary Contrary	20%	40%	10%	10%	50%	30%
Child A	63%	26%	0%	40%	40%	0%
Child B	12.5%	69%	10%	10%	70%	15%
Child C	20%	40%	10%		*No Data Available*	
Child D	63%	26%	4%	10%	50%	0%

Figure 6.8

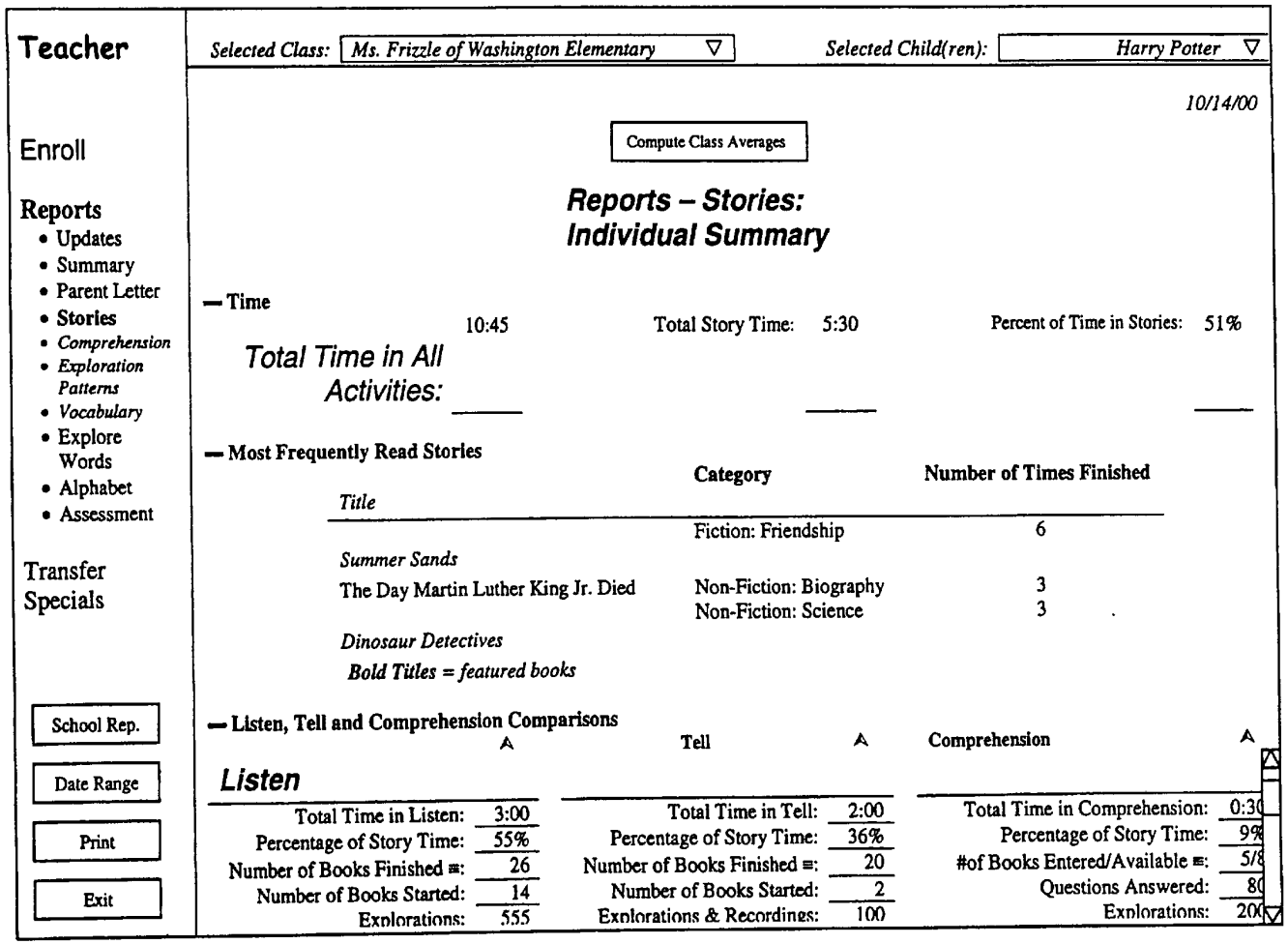

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Individual Summary
— Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
— Most Frequently Read Stories
Title
Category
Number of Times Finished
Summer Sands
Fiction: Friendship 6
The Day Martin Luther King Jr. Died
Non-Fiction: Biography 3
Non-Fiction: Science 3
Dinosaur Detectives
Bold Titles = featured books
— Listen, Tell and Comprehension Comparisons
Listen
Total Time in Listen: 3:00
Percentage of Story Time: 55%
Number of Books Finished ≡: 26
Number of Books Started: 14
Explorations: 555
Tell
Total Time in Tell: 2:00
Percentage of Story Time: 36%
Number of Books Finished ≡: 20
Number of Books Started: 2
Explorations & Recordings: 100
Comprehension
Total Time in Comprehension: 0:30
Percentage of Story Time: 9%
#of Books Entered/Available ≡: 5/8
Questions Answered: 80
Explorations: 200

Figure 6.9

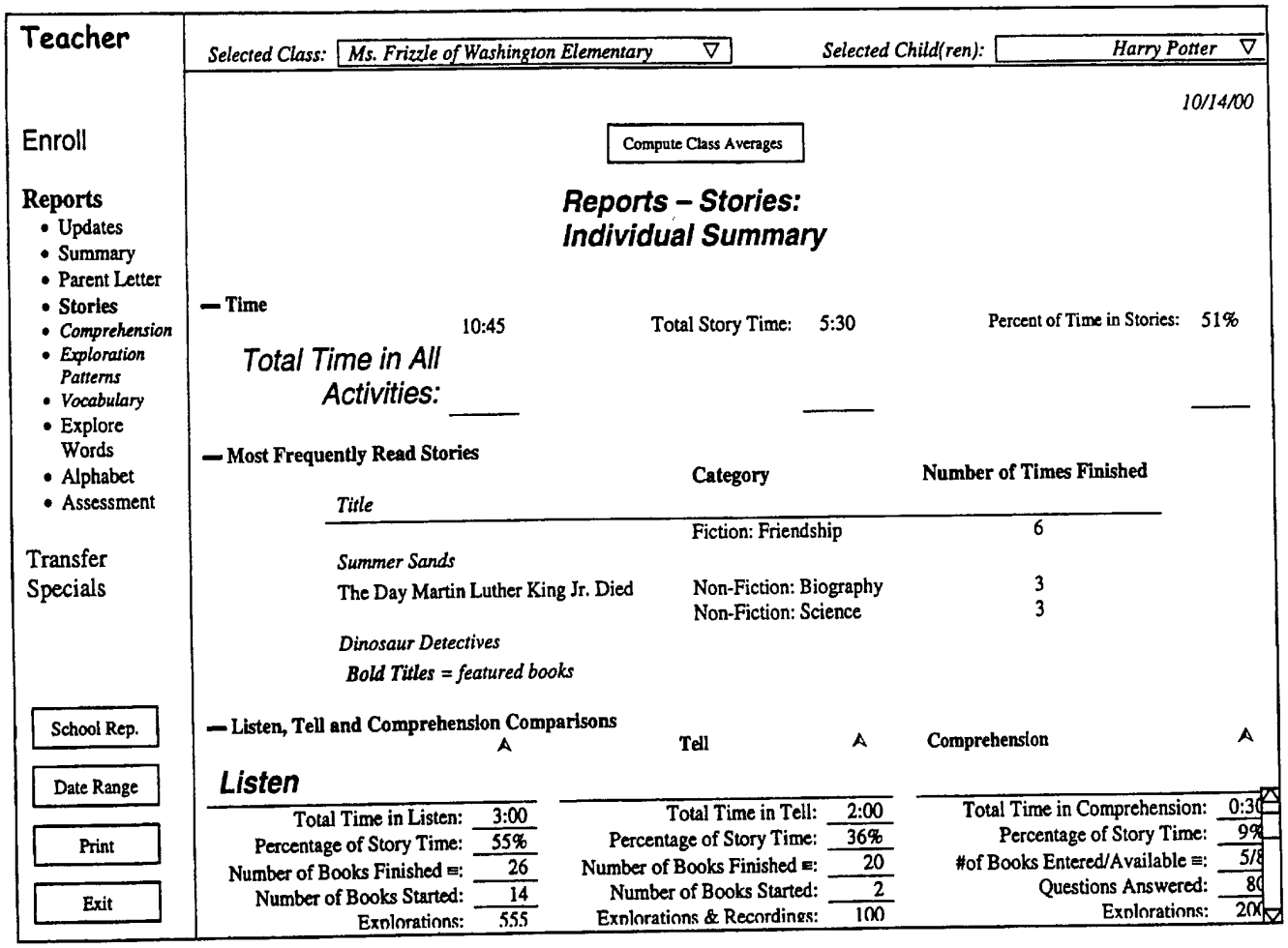

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Individual Summary
— Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
— Most Frequently Read Stories
Title
Category
Number of Times Finished
Fiction: Friendship 6
Summer Sands
The Day Martin Luther King Jr. Died
Non-Fiction: Biography 3
Non-Fiction: Science 3
Dinosaur Detectives
Bold Titles = featured books
— Listen, Tell and Comprehension Comparisons
Listen
Total Time in Listen: 3:00
Percentage of Story Time: 55%
Number of Books Finished ≡: 26
Number of Books Started: 14
Explorations: 555
Tell
Total Time in Tell: 2:00
Percentage of Story Time: 36%
Number of Books Finished ≡: 20
Number of Books Started: 2
Explorations & Recordings: 100
Comprehension
Total Time in Comprehension: 0:30
Percentage of Story Time: 9%
#of Books Entered/Available ≡: 5/8
Questions Answered: 80
Explorations: 200

Figure 6.10

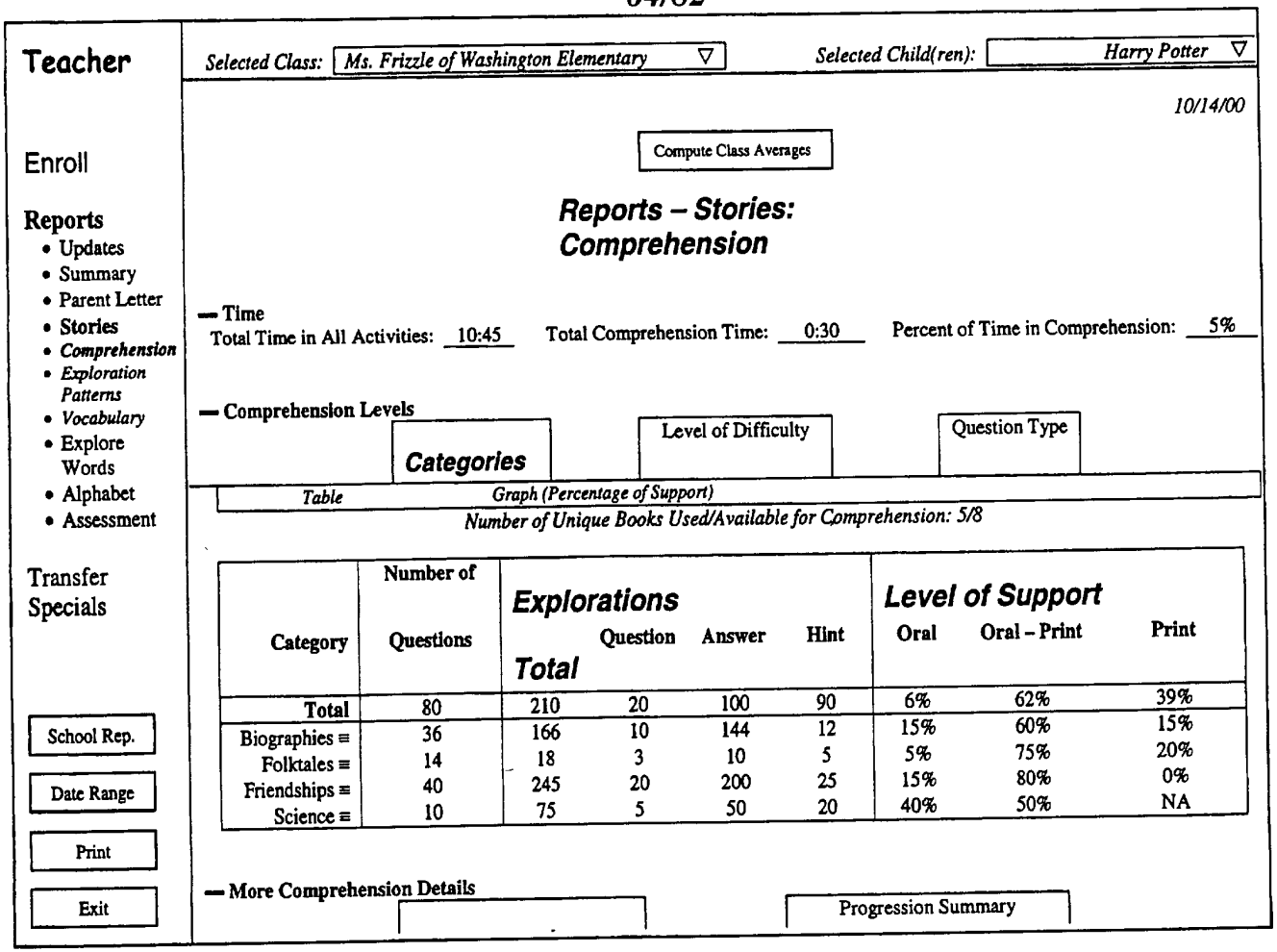

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Comprehension
Time
Total Time in All Activities: 10:45
Total Comprehension Time: 0:30
Percent of Time in Comprehension: 5%
Comprehension Levels
Categories
Level of Difficulty
Question Type
Table
Graph (Percentage of Support)
Number of Unique Books Used/Available for Comprehension: 5/8
Category
Number of Questions
Explorations Total
Question
Answer
Hint
Level of Support
Oral
Oral – Print
Print
Total 80 210 20 100 90 6% 62% 39%
Biographies 36 166 10 144 12 15% 60% 15%
Folktales 14 18 3 10 5 5% 75% 20%
Friendships 40 245 20 200 25 15% 80% 0%
Science 10 75 5 50 20 40% 50% NA
More Comprehension Details
Progression Summary

Figure 6.12

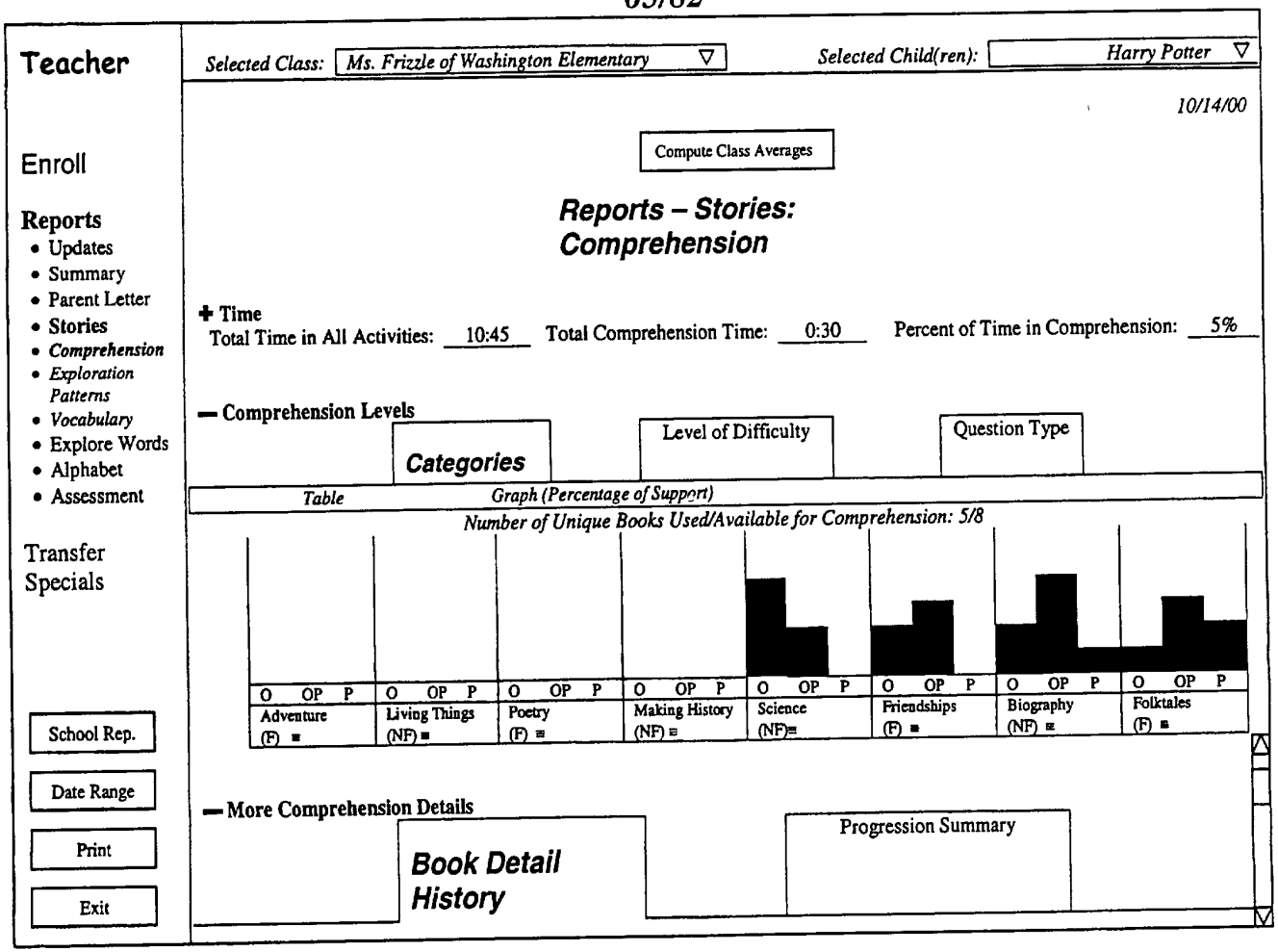

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Comprehension
+ Time
Total Time in All Activities: 10:45
Total Comprehension Time: 0:30
Percent of Time in Comprehension: 5%
– Comprehension Levels
Categories
Level of Difficulty
Question Type
Table
Graph (Percentage of Support)
Number of Unique Books Used/Available for Comprehension: 5/8
O OP P
Adventure (F)
Living Things (NF)
Poetry (F)
Making History (NF)
Science (NF)
Friendships (F)
Biography (NF)
Folktales (F)
– More Comprehension Details
Book Detail History
Progression Summary

Figure 6.13

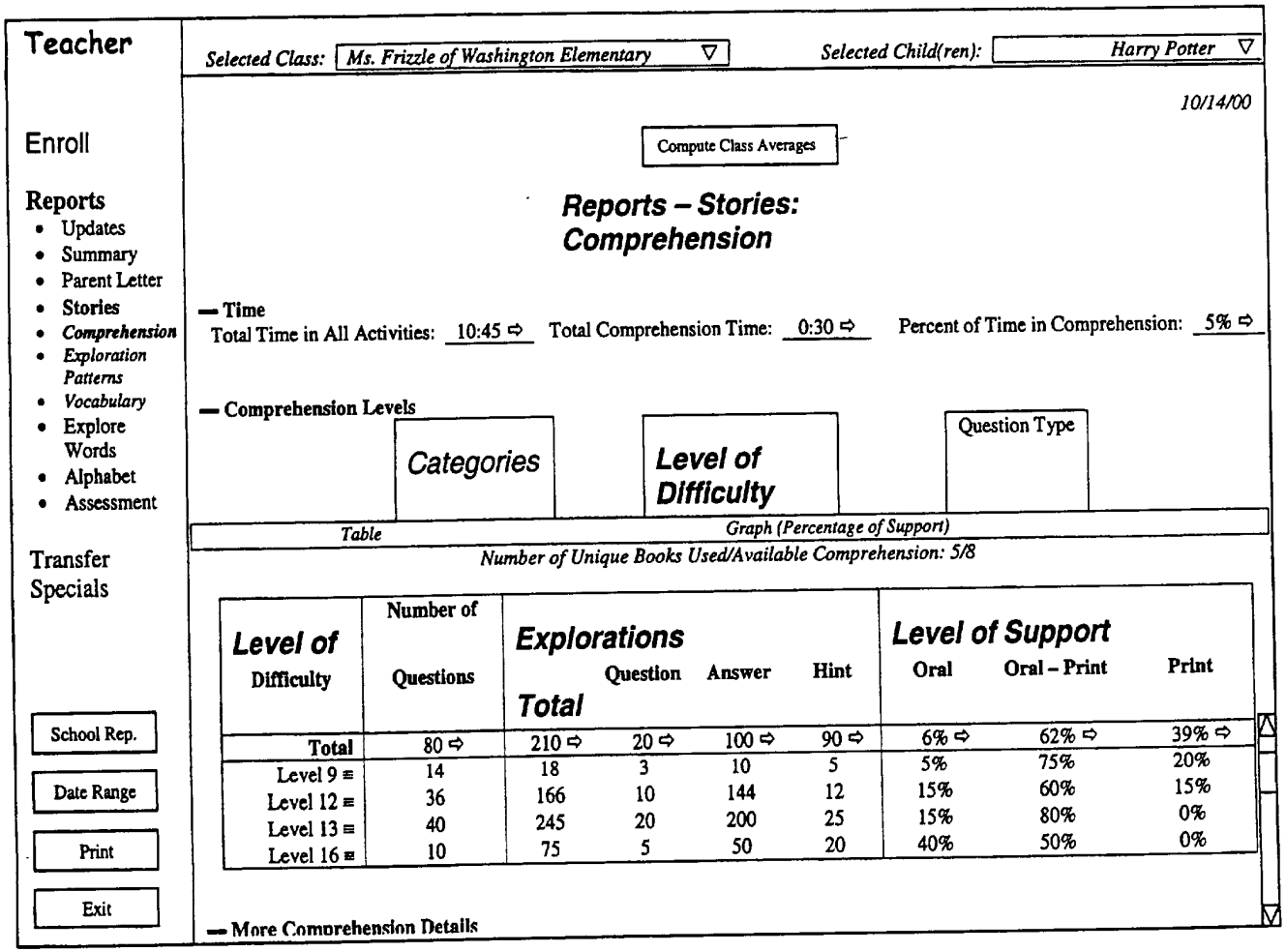

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Comprehension
Time
Total Time in All Activities: 10:45
Total Comprehension Time: 0:30
Percent of Time in Comprehension: 5%
Comprehension Levels
Categories
Level of Difficulty
Question Type
Table
Graph (Percentage of Support)
Number of Unique Books Used/Available Comprehension: 5/8
Level of Difficulty
Number of Questions
Explorations
Total
Question
Answer
Hint
Level of Support
Oral
Oral – Print
Print
Total 80 210 20 100 90 6% 62% 39%
Level 9 14 18 3 10 5 5% 75% 20%
Level 12 36 166 10 144 12 15% 60% 15%
Level 13 40 245 20 200 25 15% 80% 0%
Level 16 10 75 5 50 20 40% 50% 0%
More Comprehension Details

Figure 6.14

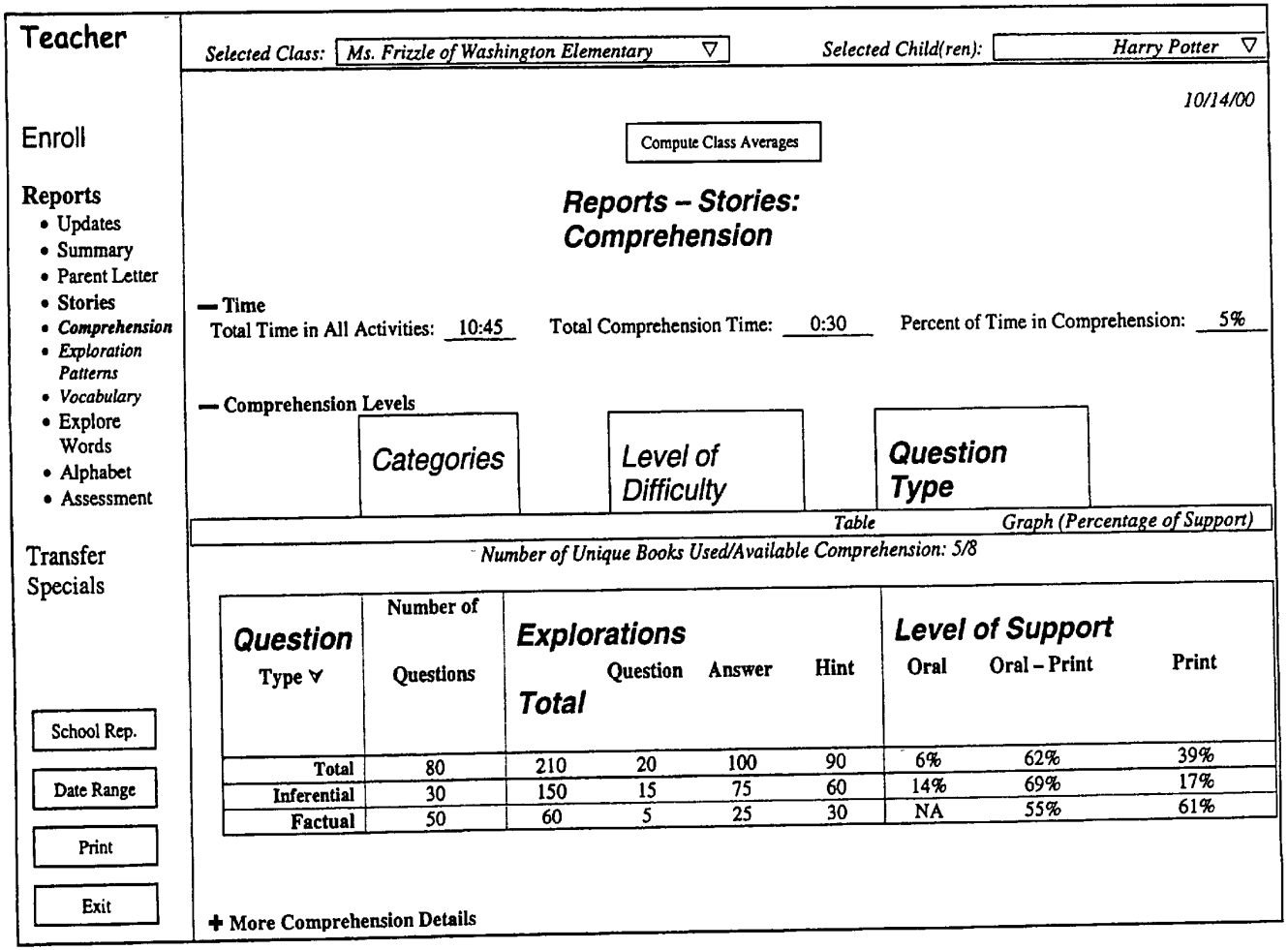

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Comprehension
— Time
Total Time in All Activities: 10:45
Total Comprehension Time: 0:30
Percent of Time in Comprehension: 5%
— Comprehension Levels
Categories
Level of Difficulty
Question Type
Table
Graph (Percentage of Support)
Number of Unique Books Used/Available Comprehension: 5/8
Question Type
Number of Questions
Explorations Total
Question
Answer
Hint
Level of Support
Oral
Oral – Print
Print
Total 80 210 20 100 90 6% 62% 39%
Inferential 30 150 15 75 60 14% 69% 17%
Factual 50 60 5 25 30 NA 55% 61%
+ More Comprehension Details

Figure 6.15

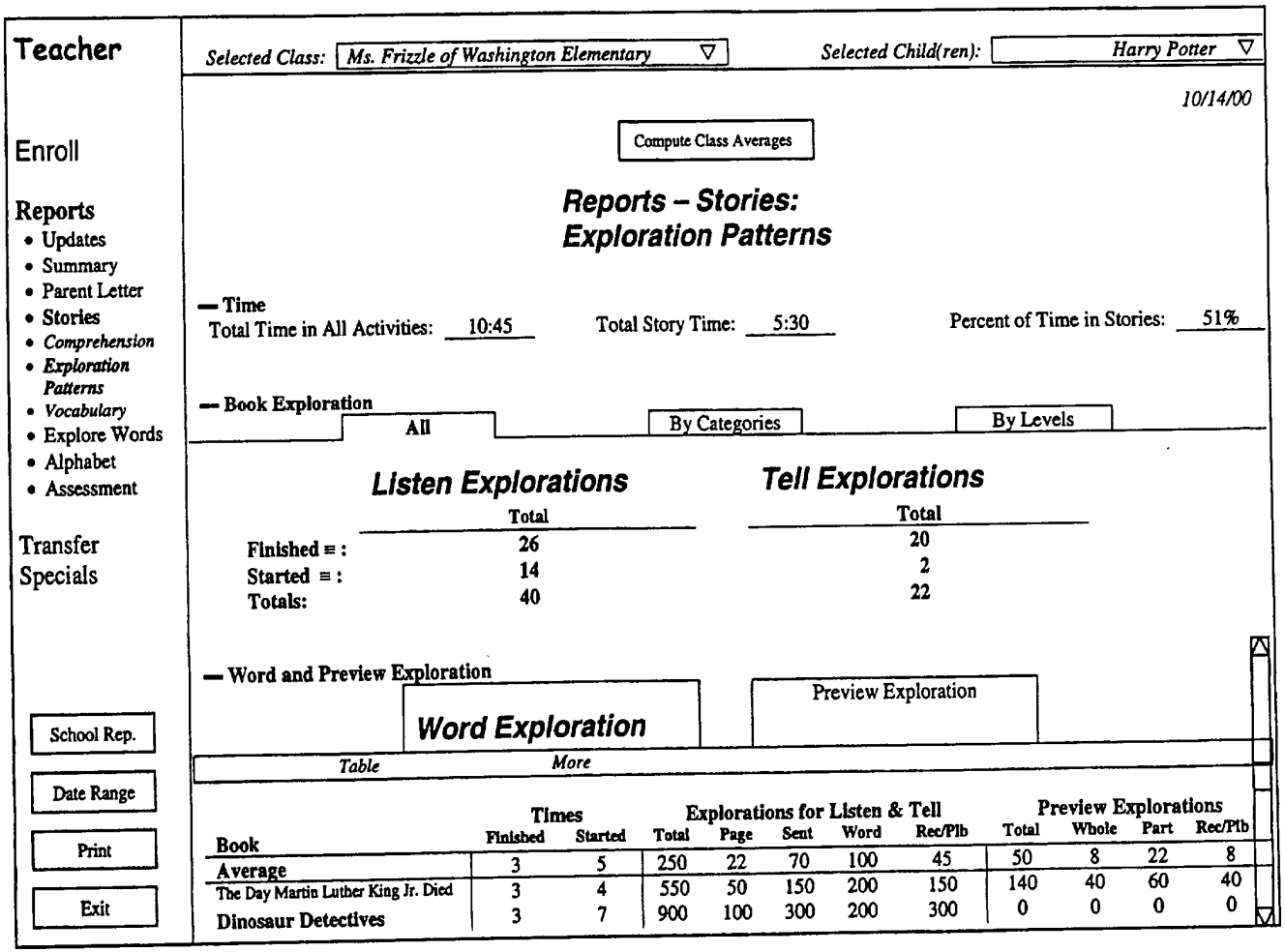

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer
Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Exploration Patterns
Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
Book Exploration
All
By Categories
By Levels
Listen Explorations
Tell Explorations
Total
Finished ≡ : 26 20
Started ≡ : 14 2
Totals: 40 22
Word and Preview Exploration
Word Exploration
Preview Exploration
Table
More
Book
Times Finished Started
Explorations for Listen & Tell Total Page Sent Word Rec/Plb
Preview Explorations Total Whole Part Rec/Plb
Average 3 5 250 22 70 100 45 50 8 22 8
The Day Martin Luther King Jr. Died 3 4 550 50 150 200 150 140 40 60 40
Dinosaur Detectives 3 7 900 100 300 200 300 0 0 0 0

Figure 6.16

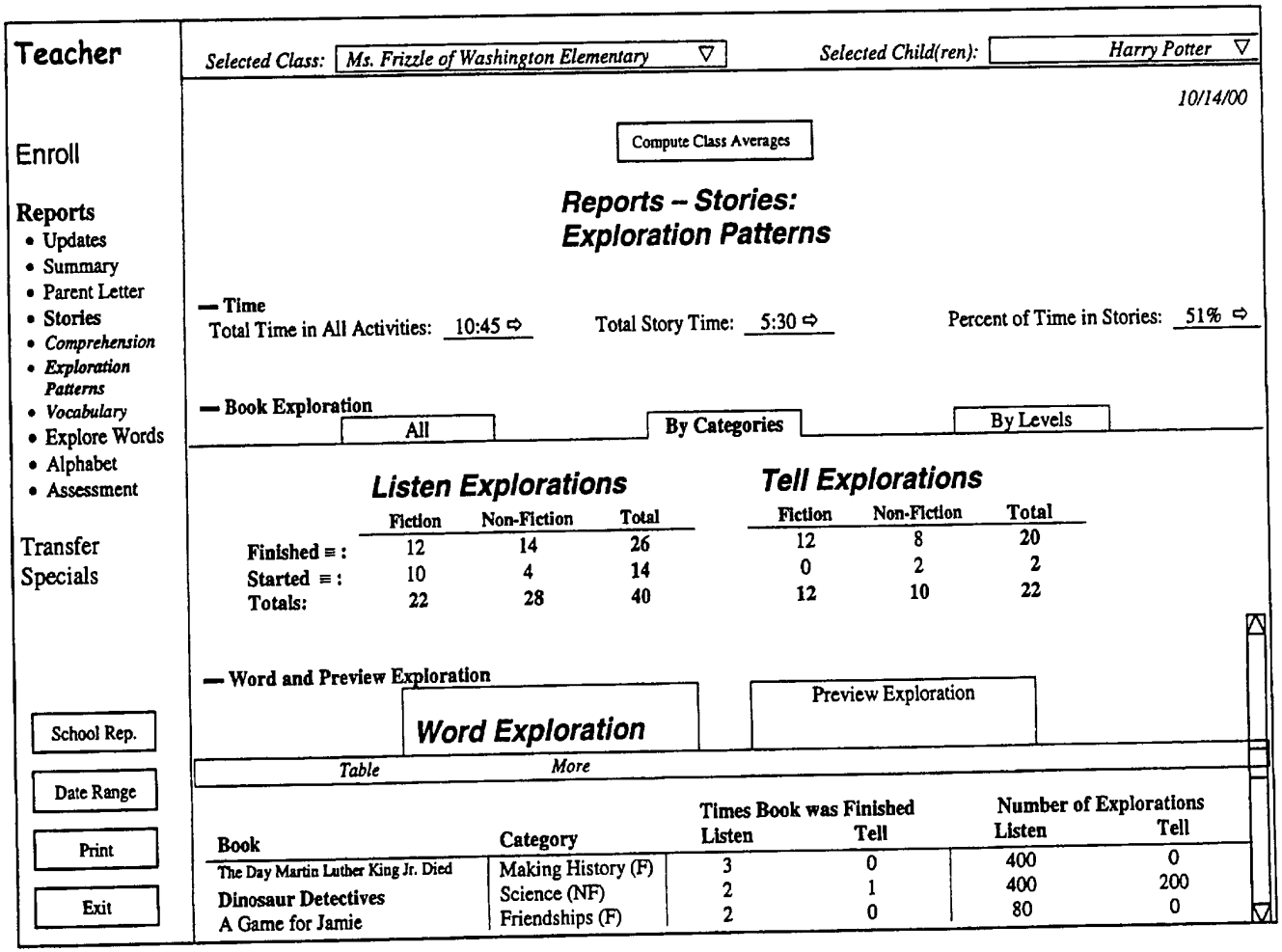

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer
Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports -- Stories:
Exploration Patterns
— Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
— Book Exploration
All
By Categories
By Levels
Listen Explorations
Fiction Non-Fiction Total
Finished ≡ : 12 14 26
Started ≡ : 10 4 14
Totals: 22 28 40
Tell Explorations
Fiction Non-Fiction Total
12 8 20
0 2 2
12 10 22
— Word and Preview Exploration
Word Exploration
Preview Exploration
Table
More
Book
Category
Times Book was Finished
Listen
Tell
Number of Explorations
Listen
Tell
The Day Martin Luther King Jr. Died
Making History (F)
3
0
400
0
Dinosaur Detectives
Science (NF)
2
1
400
200
A Game for Jamie
Friendships (F)
2
0
80
0

Figure 6.17

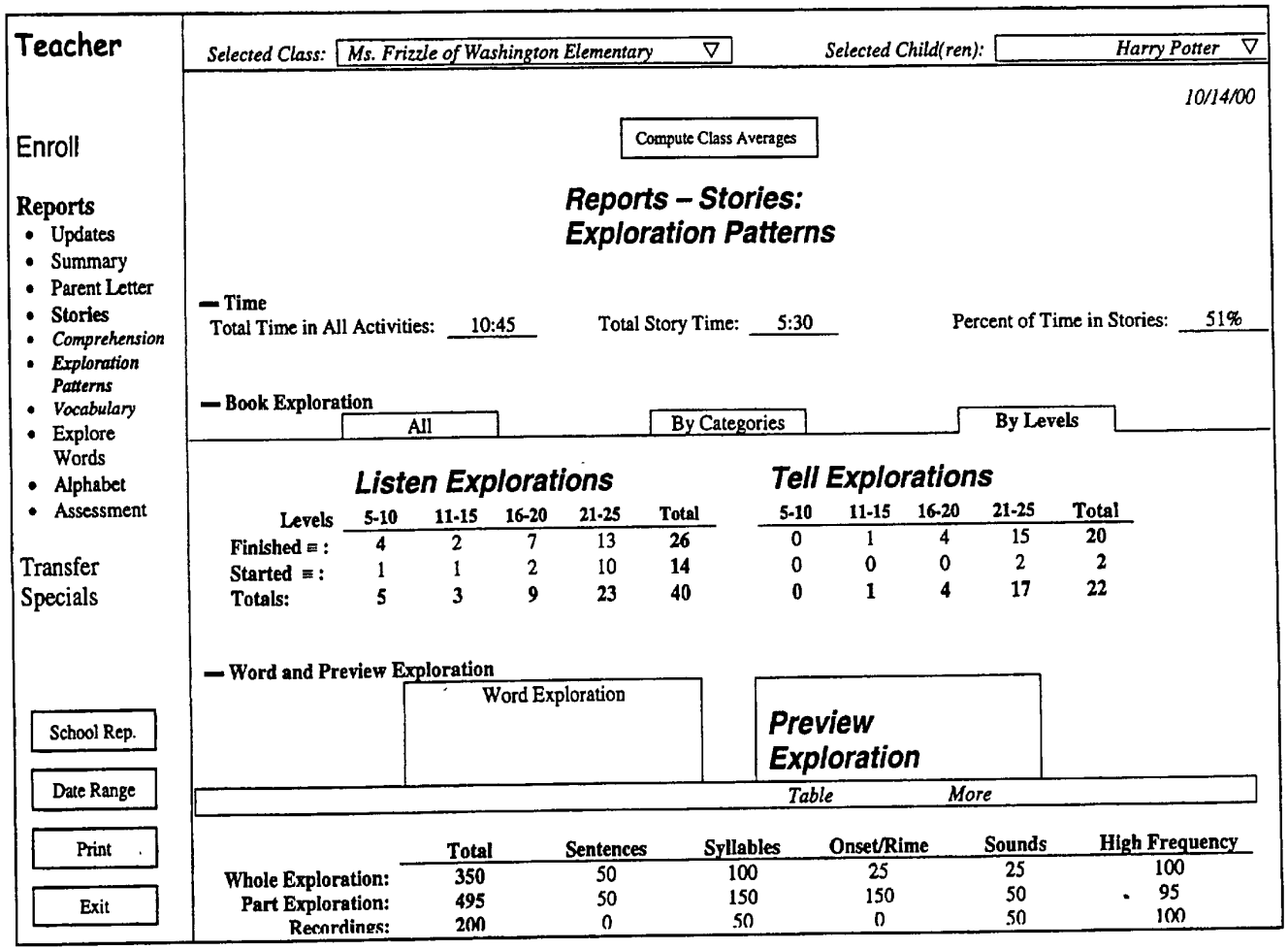
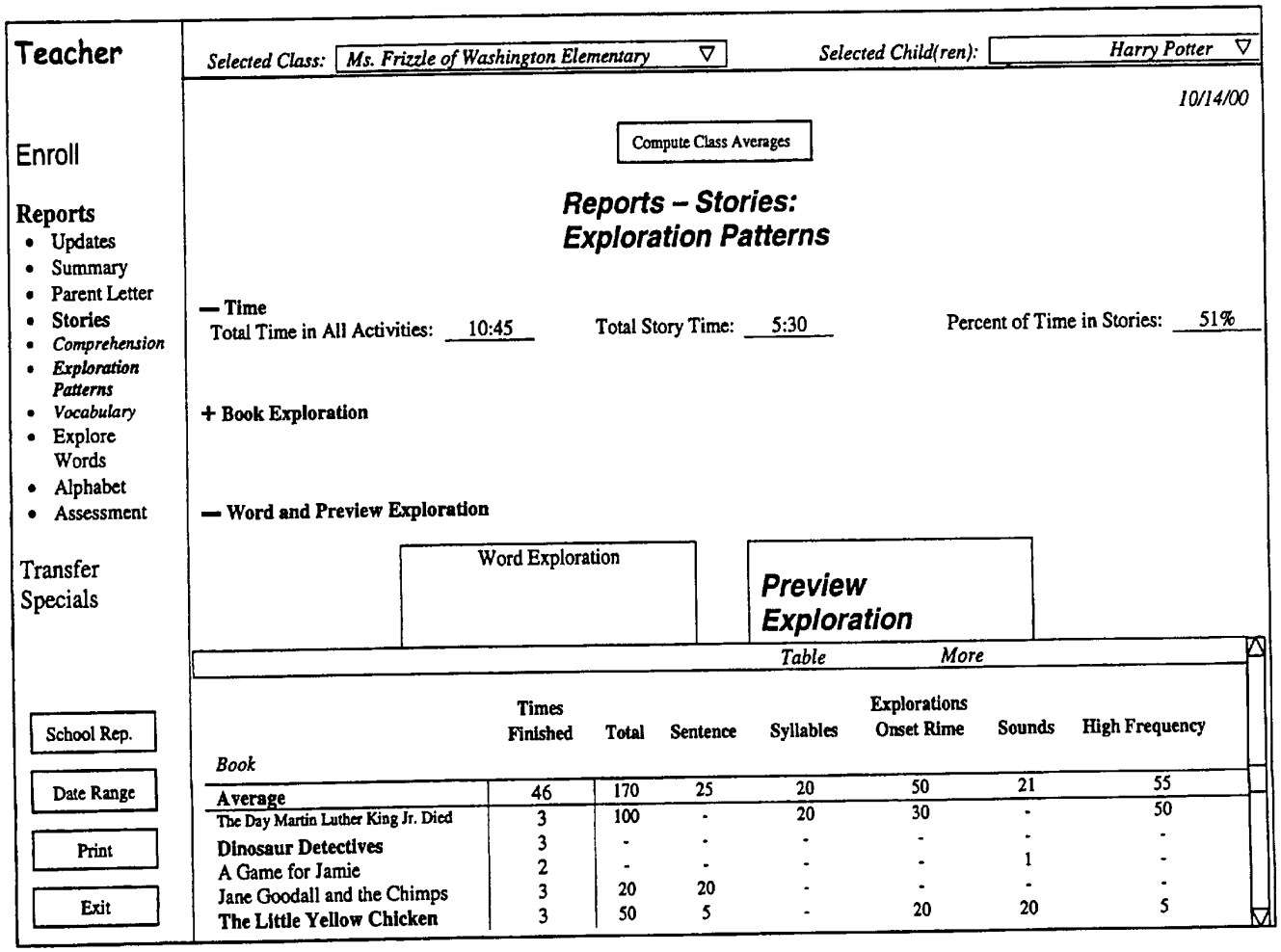

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Exploration Patterns
— Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
— Book Exploration
All
By Categories
By Levels
Listen Explorations
Levels 5-10 11-15 16-20 21-25 Total
Finished ≡ : 4 2 7 13 26
Started ≡ : 1 1 2 10 14
Totals: 5 3 9 23 40
Tell Explorations
5-10 11-15 16-20 21-25 Total
0 1 4 15 20
0 0 0 2 2
0 1 4 17 22
— Word and Preview Exploration
Word Exploration
Preview Exploration
Table
More
Total Sentences Syllables Onset/Rime Sounds High Frequency
Whole Exploration: 350 50 100 25 25 100
Part Exploration: 495 50 150 150 50 95
Recordings: 200 0 50 0 50 100

Figure 6.18



Book	Times Finished	Explorations Total	Sentence	Syllables	Onset Rime	Sounds	High Frequency
Average	46	170	25	20	50	21	55
The Day Martin Luther King Jr. Died	3	100	-	20	30	-	50
Dinosaur Detectives	3	-	-	-	-	-	-
A Game for Jamie	2	-	-	-	-	1	-
Jane Goodall and the Chimps	3	20	20	-	-	-	-
The Little Yellow Chicken	3	50	5	-	20	20	5

Figure 6.19

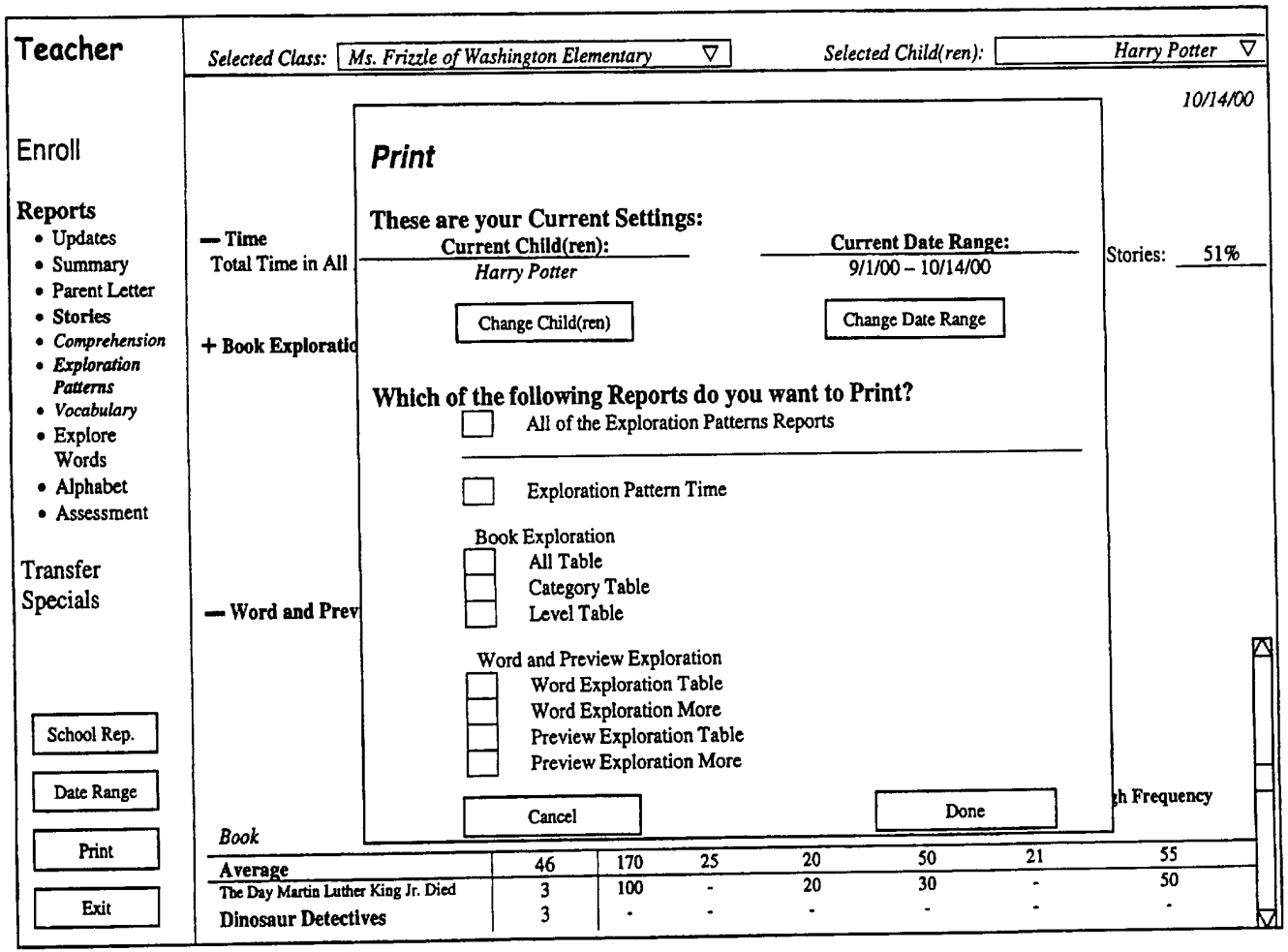

Teacher
Enroll
Reports
• Updates
• Summary
• Parent Letter
• Stories
• Comprehension
• Exploration Patterns
• Vocabulary
• Explore Words
• Alphabet
• Assessment
Transfer
Specials
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Print
These are your Current Settings:
Current Child(ren):
Harry Potter
Current Date Range:
9/1/00 – 10/14/00
Change Child(ren)
Change Date Range
Which of the following Reports do you want to Print?
All of the Exploration Patterns Reports
Exploration Pattern Time
Book Exploration
All Table
Category Table
Level Table
Word and Preview Exploration
Word Exploration Table
Word Exploration More
Preview Exploration Table
Preview Exploration More
Cancel
Done
— Time
Total Time in All
+ Book Exploratio
— Word and Prev
Stories: 51%
gh Frequency
Book
Average 46 170 25 20 50 21 55
The Day Martin Luther King Jr. Died 3 100 - 20 30 - 50
Dinosaur Detectives 3 - - - - - -

Figure 6.20

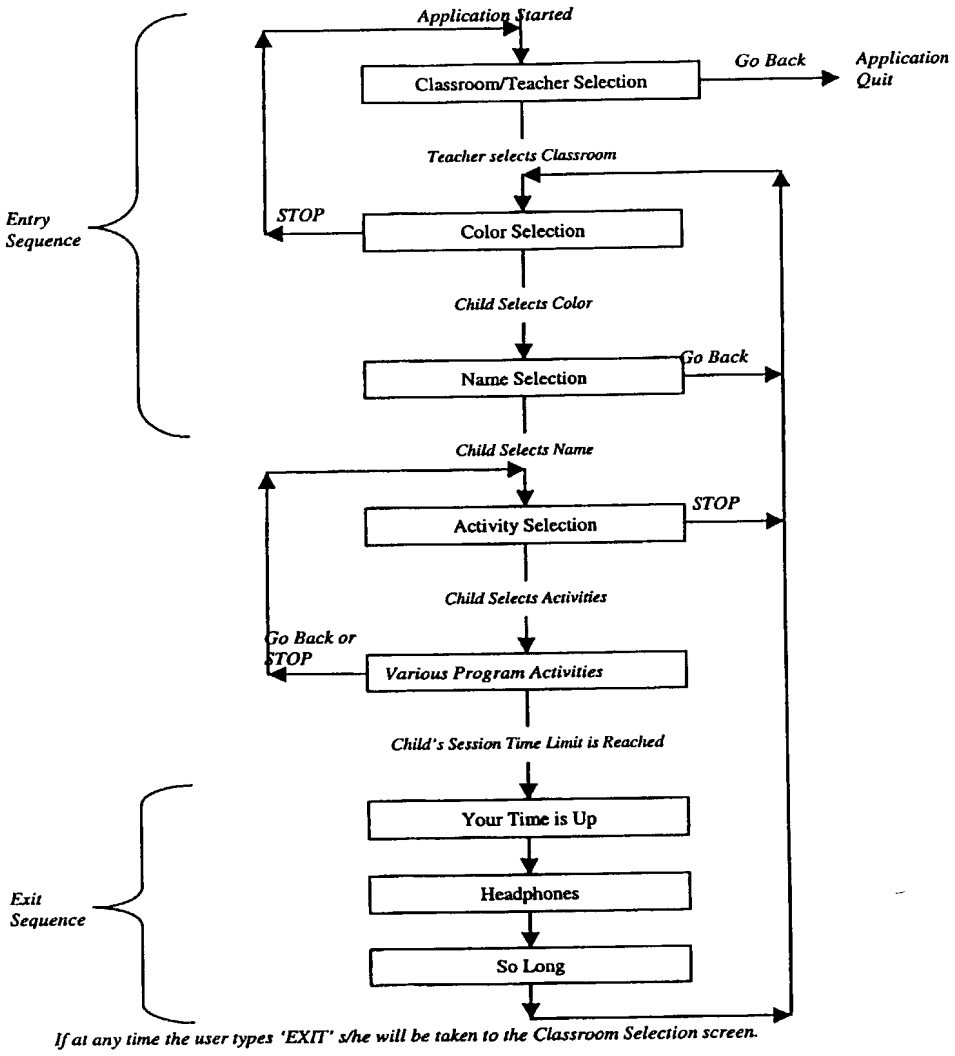

Application Started
Classroom/Teacher Selection
Go Back
Application Quit
Teacher selects Classroom
Entry Sequence
STOP
Color Selection
Child Selects Color
Name Selection
Go Back
Child Selects Name
Activity Selection
STOP
Child Selects Activities
Go Back or STOP
Various Program Activities
Child's Session Time Limit is Reached
Your Time is Up
Exit Sequence
Headphones
So Long
If at any time the user types 'EXIT' s/he will be taken to the Classroom Selection screen.

Figure 7.1

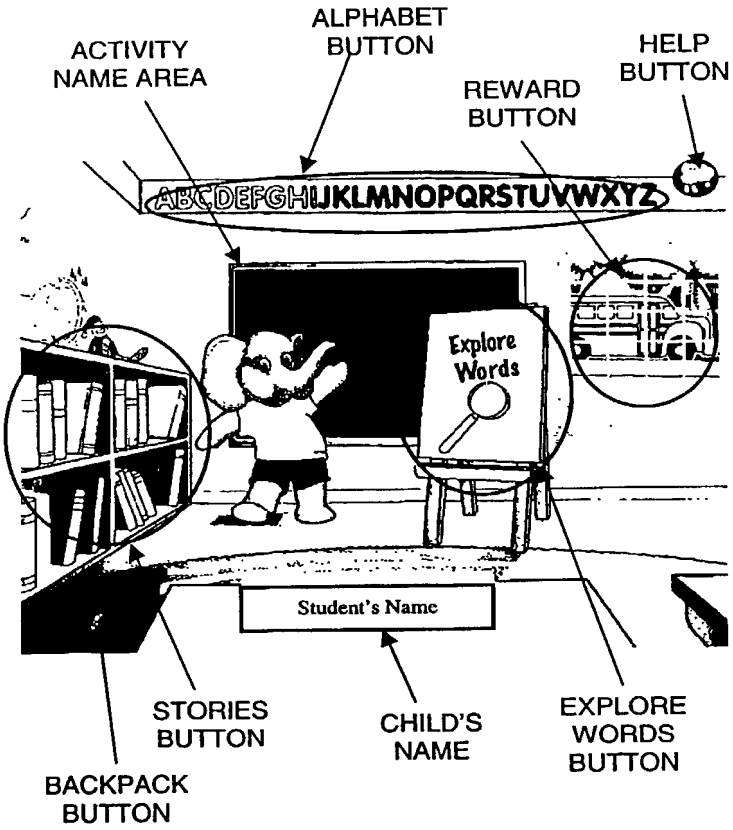

ACTIVITY NAME AREA
ALPHABET BUTTON
REWARD BUTTON
HELP BUTTON
ABCDEFGHIJKLMNOPQRSTUVWXYZ
Explore Words
Student's Name
BACKPACK BUTTON
STORIES BUTTON
CHILD'S NAME
EXPLORE WORDS BUTTON

Figure 7.2

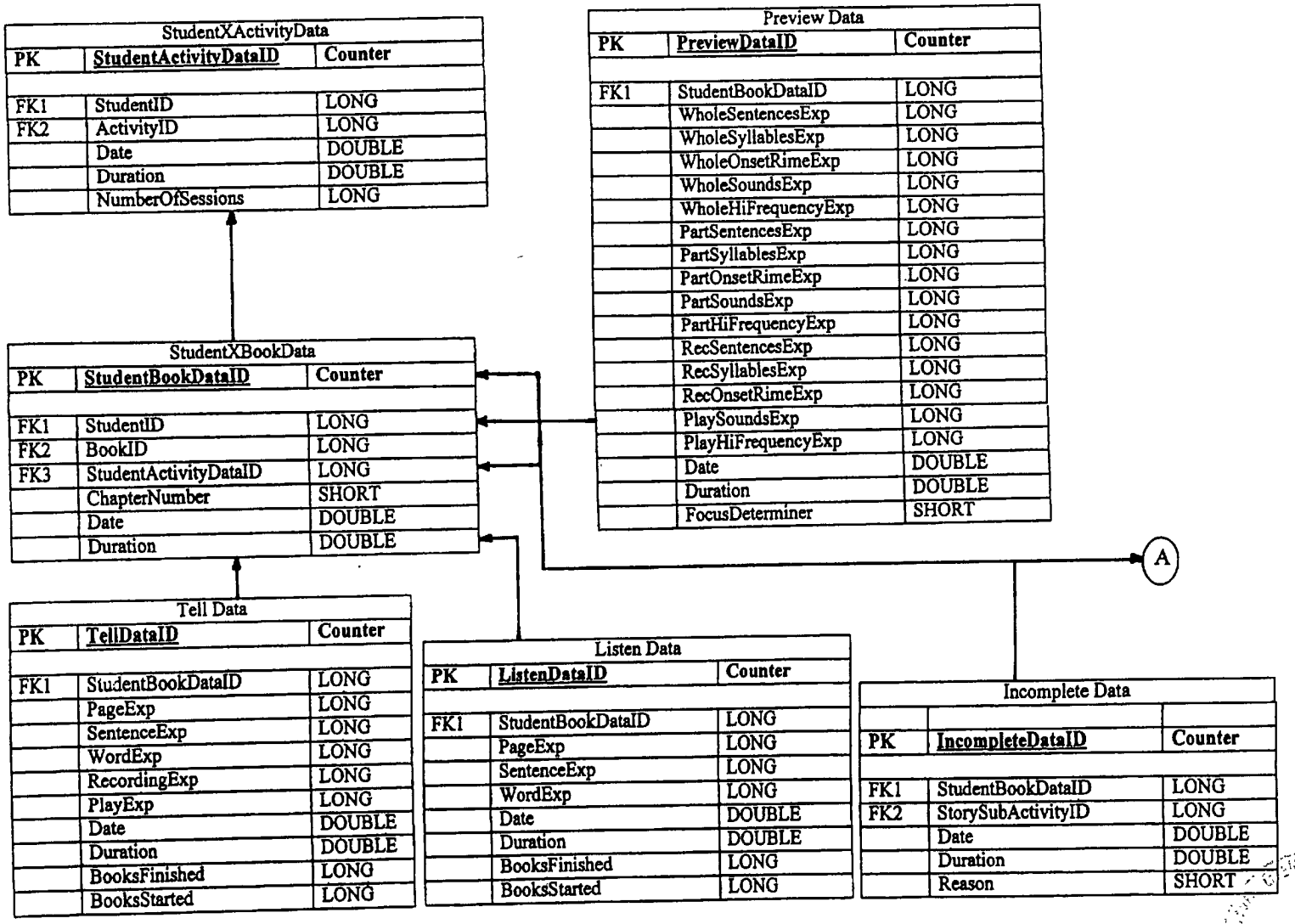
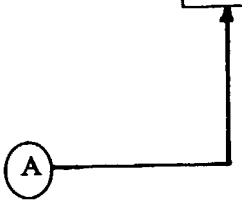

StudentXActivityData
PK StudentActivityDataID Counter
FK1 StudentID LONG
FK2 ActivityID LONG
Date DOUBLE
Duration DOUBLE
NumberOfSessions LONG
Preview Data
PK PreviewDataID Counter
FK1 StudentBookDataID LONG
WholeSentencesExp LONG
WholeSyllablesExp LONG
WholeOnsetRimeExp LONG
WholeSoundsExp LONG
WholeHiFrequencyExp LONG
PartSentencesExp LONG
PartSyllablesExp LONG
PartOnsetRimeExp LONG
PartSoundsExp LONG
PartHiFrequencyExp LONG
RecSentencesExp LONG
RecSyllablesExp LONG
RecOnsetRimeExp LONG
PlaySoundsExp LONG
PlayHiFrequencyExp LONG
Date DOUBLE
Duration DOUBLE
FocusDeterminer SHORT
StudentXBookData
PK StudentBookDataID Counter
FK1 StudentID LONG
FK2 BookID LONG
FK3 StudentActivityDataID LONG
ChapterNumber SHORT
Date DOUBLE
Duration DOUBLE
A
Tell Data
PK TellDataID Counter
FK1 StudentBookDataID LONG
PageExp LONG
SentenceExp LONG
WordExp LONG
RecordingExp LONG
PlayExp LONG
Date DOUBLE
Duration DOUBLE
BooksFinished LONG
BooksStarted LONG
Listen Data
PK ListenDataID Counter
FK1 StudentBookDataID LONG
PageExp LONG
SentenceExp LONG
WordExp LONG
Date DOUBLE
Duration DOUBLE
BooksFinished LONG
BooksStarted LONG
Incomplete Data
PK IncompleteDataID Counter
FK1 StudentBookDataID LONG
FK2 StorySubActivityID LONG
Date DOUBLE
Duration DOUBLE
Reason SHORT

Figure 8.1.1

Comprehension Data		
PK	**ComprehensionDataID**	**Counter**
FK1	StudentBookDataID	LONG
	Cycle	LONG
	BeginAVL	SHORT
	EndAVL	SHORT
	QuestionExp	LONG
	AnswerExp	LONG
	HintExp	LONG
	Date	DOUBLE
	Duration	DOUBLE
	Response Time	DOUBLE
	IsCorrect	BIT
	InCompletedTask	BIT
	QuestionNumber	SHORT
	QuestionType	SHORT



StudentStateData		
PK FK1	**StudentID**	**LONG**
PK FK2	**BookID**	**LONG**
PK	**ChapterNumber**	**SHORT**
	BeginAVL	SHORT
	TaskAVL	SHORT
	ListenBookmark	SHORT
	TellBookmark	SHORT
		SHORT
		SHORT
	TrialCounter	SHORT
	LastTrial	SHORT
	TrialAVL1	SHORT
	TrialAVL2	SHORT
	TrialAVL3	SHORT
	TrialAVL4	SHORT
	IsBookStartedListen	BIT
	IsBookStartedTell	BIT
	Cycle	LONG
	TimesCompleted	LONG

Figure 8.1.2

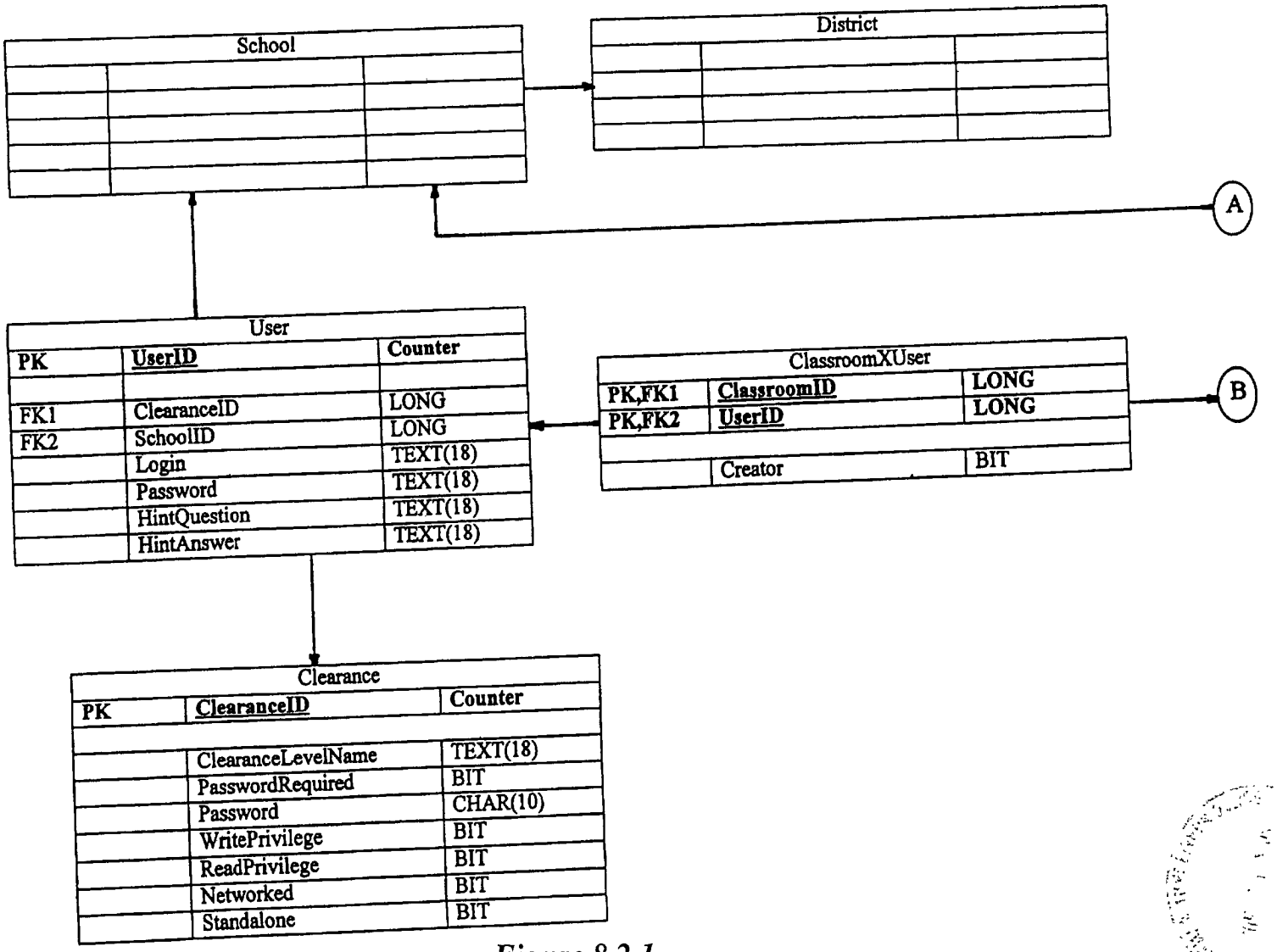


Figure 8.2.1

EXHIBIT 1020 - PAGE 1020

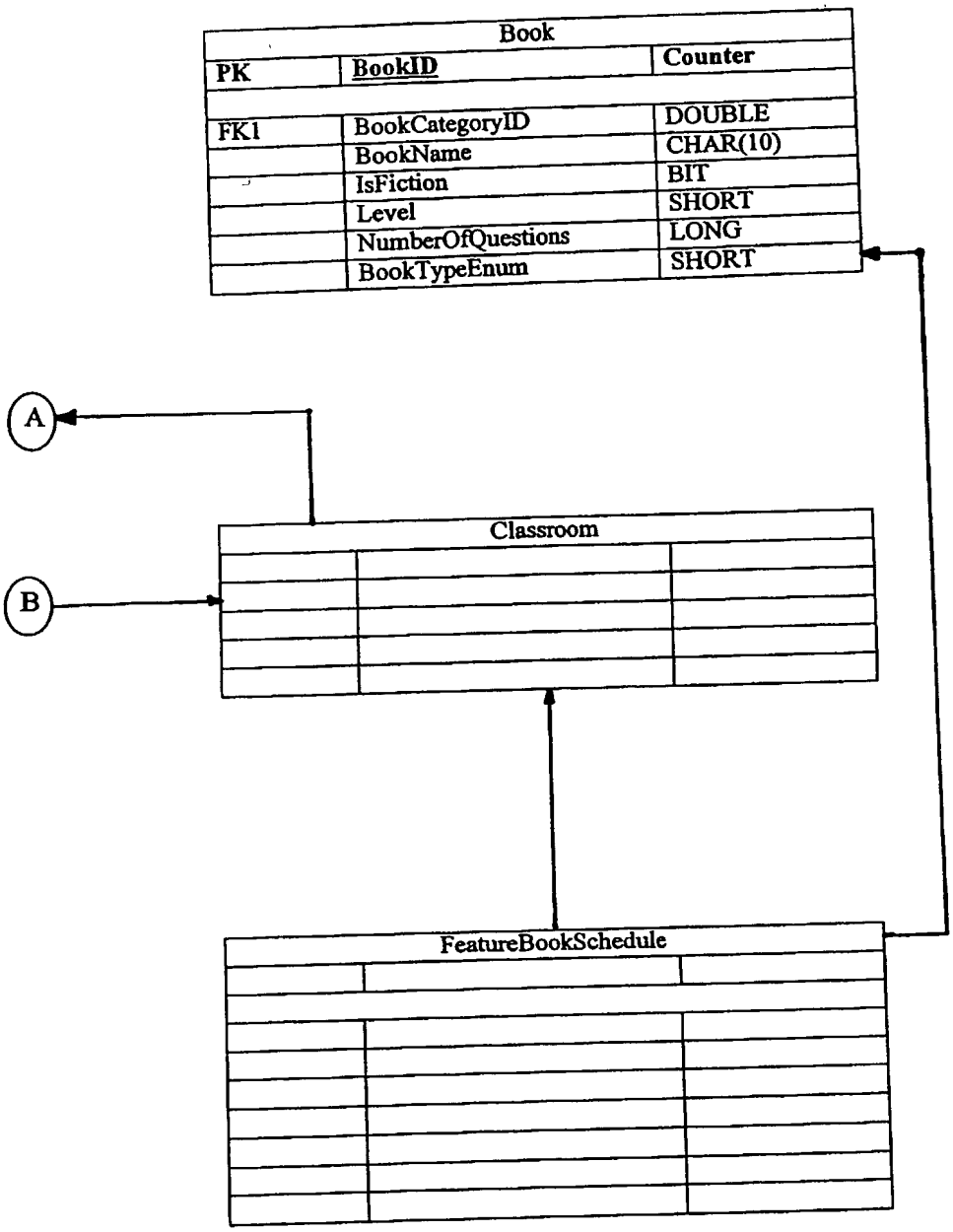

Book
PK
BookID
Counter
FK1
BookCategoryID
DOUBLE
BookName
CHAR(10)
IsFiction
BIT
Level
SHORT
NumberOfQuestions
LONG
BookTypeEnum
SHORT
A
B
Classroom
FeatureBookSchedule

Figure 8.2.2

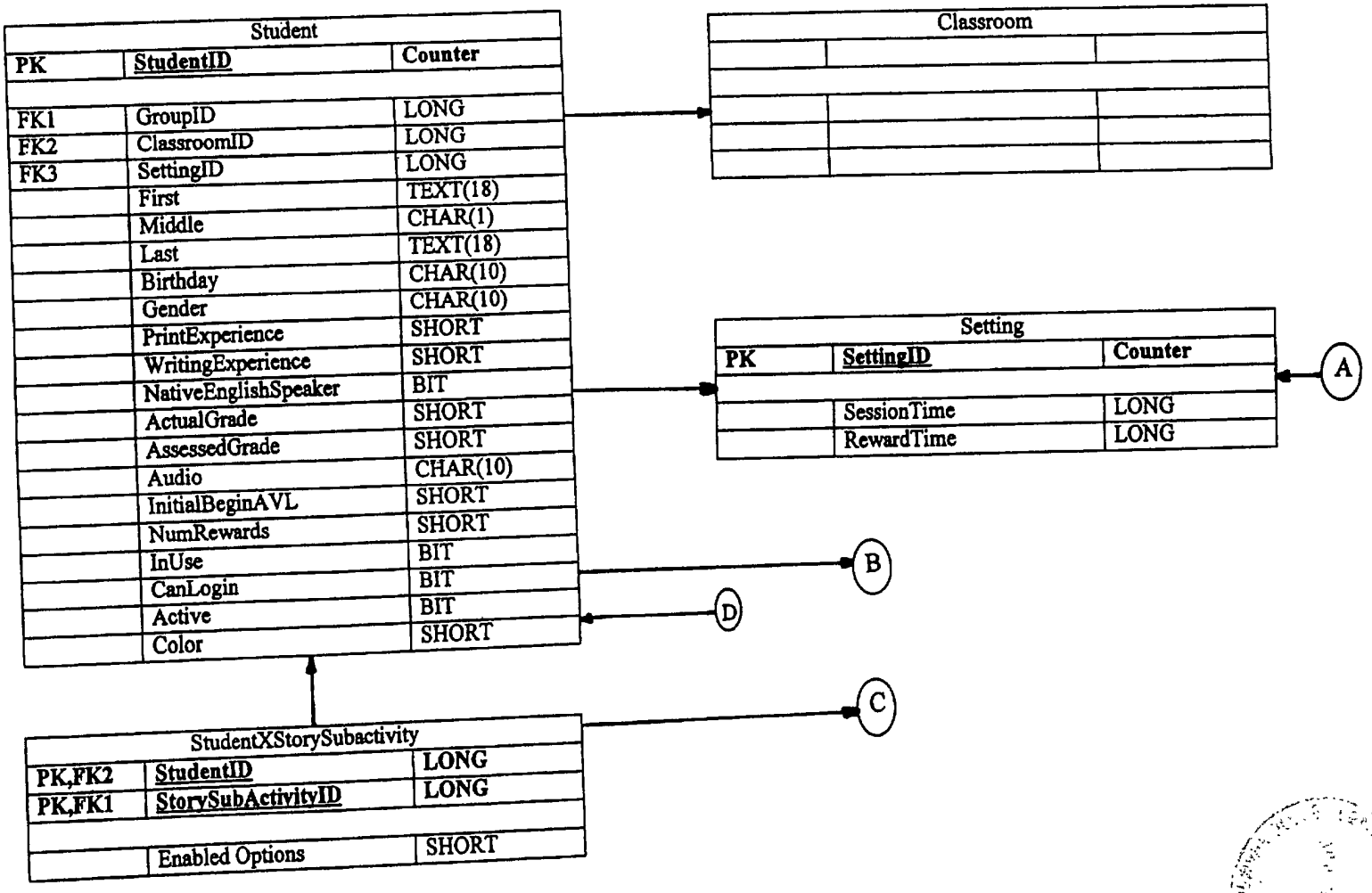

Student
PK
StudentID
Counter
FK1
GroupID
LONG
FK2
ClassroomID
LONG
FK3
SettingID
LONG
First
TEXT(18)
Middle
CHAR(1)
Last
TEXT(18)
Birthday
CHAR(10)
Gender
CHAR(10)
PrintExperience
SHORT
WritingExperience
SHORT
NativeEnglishSpeaker
BIT
ActualGrade
SHORT
AssessedGrade
SHORT
Audio
CHAR(10)
InitialBeginAVL
SHORT
NumRewards
SHORT
InUse
BIT
CanLogin
BIT
Active
BIT
Color
SHORT
Classroom
Setting
PK
SettingID
Counter
SessionTime
LONG
RewardTime
LONG
A
B
C
D
StudentXStorySubactivity
PK,FK2
StudentID
LONG
PK,FK1
StorySubActivityID
LONG
Enabled Options
SHORT

Figure 8.3.1

Group		
PK	GroupID	Counter
FK1	SettingID	LONG
	GroupName	CHAR(10)
	ClassroomID	LONG

A

B

StudentXActivity		
PK,FK2	StudentID	LONG
PK,FK1	ActivityID	LONG
	EnabledOptions	SHORT

D

GroupXActivity		
PK,FK2	GroupID	LONG
PK,FK1	ActivityID	LONG
	Enabled Options	SHORT

Activity		
PK	ActivityID	Counter
	ActivityName	TEXT(18)

GroupXStorySubactivity		
PK,FK1	GroupID	LONG
PK,FK2	StorySubActivityID	LONG
	EnabledOptions	SHORT

StorySubActivity		
PK	StorySubActivityID	Counter
FK1	ActivityID	LONG
	StorySubActivityName	CHAR(10)

C

Figure 8.3.2

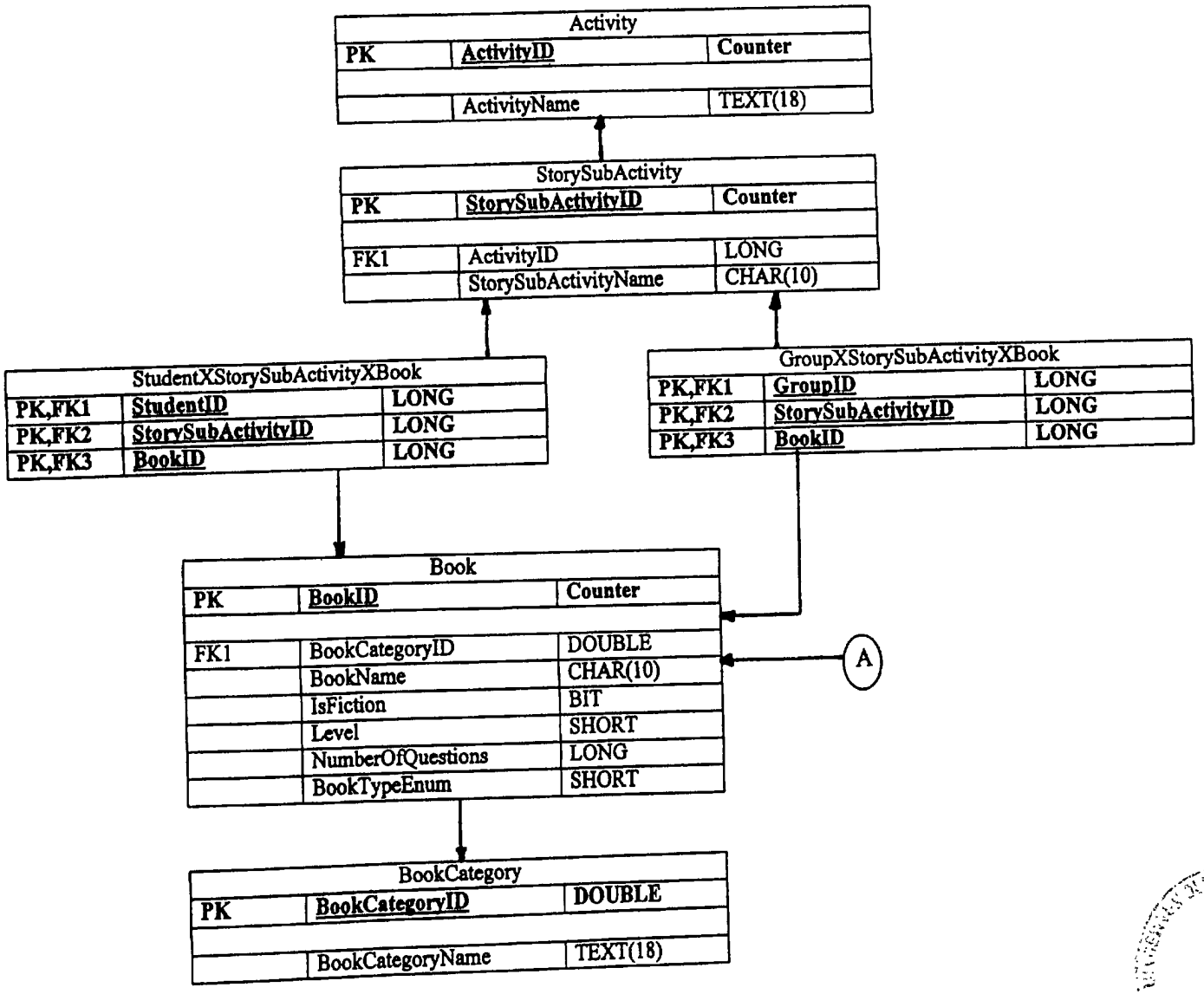

Activity
PK
ActivityID
Counter
ActivityName
TEXT(18)
StorySubActivity
PK
StorySubActivityID
Counter
FK1
ActivityID
LONG
StorySubActivityName
CHAR(10)
StudentXStorySubActivityXBook
PK,FK1
StudentID
LONG
PK,FK2
StorySubActivityID
LONG
PK,FK3
BookID
LONG
GroupXStorySubActivityXBook
PK,FK1
GroupID
LONG
PK,FK2
StorySubActivityID
LONG
PK,FK3
BookID
LONG
Book
PK
BookID
Counter
FK1
BookCategoryID
DOUBLE
BookName
CHAR(10)
IsFiction
BIT
Level
SHORT
NumberOfQuestions
LONG
BookTypeEnum
SHORT
A
BookCategory
PK
BookCategoryID
DOUBLE
BookCategoryName
TEXT(18)

Figure 8.4.1

Comprehension Data		
PK	**ComprehensionData**	**Counter**
FK1	StudenBookDataID	LONG
	Cycle	LONG
	BeginAVL	SHORT
	EndAVL	SHORT
	QuestionExp	LONG
	AnswerExp	LONG
	HintExp	LONG
	Date	DOUBLE
	Duration	DOUBLE
	ResponseTime	DOUBLE
	IsCorrect	BIT
	InCompletedTask	BIT
	QuestionNumber	SHORT
	QuestionType	SHORT

StudentXBookData		
PK	**StudentBookDataID**	**Counter**
FK1	StudentID	LONG
FK2	BookID	LONG
FK3	StudentActivityDataID	LONG
	ChapterNumber	SHORT
	Date	DOUBLE
	Duration	DOUBLE

A

Figure 8.4.2